River Foyle Discovery Project

Teachers Handbook
Key Stage 1 and 2
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Cliper is a round the world yacht race, with ten yachts embarking on a full circumnavigation of the globe in 2011 and 2012. The race commenced at Southampton on 31st July 2011, with the boats travelling to five continents with 15 stopovers. Leg eight of the race commences in Nova Scotia and finishes in Derry ~ Londonderry at the end of June 2012.

To celebrate this unique event, Derry City Council has launched the ‘River Foyle Discovery Project’ to encourage local pupils to learn more about the history, wildlife and culture of the River Foyle.

The River Foyle Discovery Project will allow pupils to explore the early history of the river through to the present day. It outlines the city’s maritime connections and underlines the valuable river ecosystem.
This resource has been designed for primary school teachers, to assist with the delivery of the Key Stage 1 and Key Stage 2 National Curriculum, which will focus on the following areas of learning:

- The World Around Us;
- Language and Literacy;
- Mathematics and Numeracy; and
- The Arts.

The River Foyle Discovery project involves four key themes:

- Clipper Round the World Yacht Race;
- History of the River Foyle;
- Environment; and
- Culture and Heritage.

The project aims to provide an interactive, engaging and fun learning experience, to ensure primary school pupils are aware of this important resource in their city.

To make the resource more user friendly, activities have been colour coded according to the time it takes to complete (Table 2.1), suitability to Key Stage 1 and Key Stage 2 (Table 2.2) and lesson plan themes (Table 2.3).

![Figure 2.1: Derry-Londonderry Clipper boat. (Derry City Council and Clipper Round the World Yacht Race)](image)
3.1. Project Aims

- Educate pupils on history, environment, culture and heritage of the River Foyle; and
- Raise awareness of the Clipper Round the World Yacht Race.

3.2. Curriculum Links

<table>
<thead>
<tr>
<th>Learning outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strand 1: Interdependence</strong></td>
</tr>
<tr>
<td>The project will highlight the importance of the River Foyle for wildlife, culture, history, tourism and economy. Pupils will learn:</td>
</tr>
<tr>
<td>- How plants and animals rely on each other in the natural world;</td>
</tr>
<tr>
<td>- What influences plant and animal life (river, forest and wetland habitats);</td>
</tr>
<tr>
<td>- Interdependence of people and the environment, for example, rivers; and</td>
</tr>
<tr>
<td>- Positive change and how they each have responsibility to make an active contribution, for example, water conservation.</td>
</tr>
<tr>
<td><strong>Strand 2: Movement and energy</strong></td>
</tr>
<tr>
<td>Pupils will explore the River Foyle and discover:</td>
</tr>
<tr>
<td>- How animals (Otter and Atlantic Salmon) migrate around their habitat; and</td>
</tr>
<tr>
<td>- Why some animals in the habitat might move to another place, for example, Atlantic salmon leave rivers to go out to sea.</td>
</tr>
<tr>
<td><strong>Strand 3: Place</strong></td>
</tr>
<tr>
<td>Pupils will be aware of the rich heritage and history of their city. Pupils will learn that:</td>
</tr>
<tr>
<td>- They share their world with other living things;</td>
</tr>
<tr>
<td>- Some animals live in different places (Atlantic Salmon live in the river and bats live in trees/buildings); and</td>
</tr>
<tr>
<td>- Some animals will adapt to their environment (camouflage).</td>
</tr>
<tr>
<td><strong>Strand 4: Change over time</strong></td>
</tr>
<tr>
<td>Pupils will learn that:</td>
</tr>
<tr>
<td>- Change has taken place in the River Foyle from prehistory to present day; and</td>
</tr>
<tr>
<td>- The river shape, use and surrounding habitats have changed with time.</td>
</tr>
</tbody>
</table>

Table 3.1: Area of Learning: The World Around Us
Areas of Learning | Language and literacy | Mathematics and numeracy | The Arts
---|---|---|---
Outcomes | These activities will develop language and literacy skills in pupils through Talking and Listening, Reading and Writing. Classroom activities will involve creative writing to include poetry and drama based on environmental themes. | Pupils will use numeracy skills to calculate years in the River Foyle time line. Pupils will use probability and mathematics. | Pupils will have the opportunity to experiment with a range of media tools and processes. Pupils will learn about mammals living in the River Foyle. Drama will also be used in the project where pupils reenact the life of a raindrop and the lifecycle of Atlantic salmon.

Table 3.2: Other areas of learning

<table>
<thead>
<tr>
<th>Learning outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outcomes</strong></td>
</tr>
<tr>
<td>The River Foyle Discovery Project will compliment the Key Stage 2 STEM Thematic Unit for Water as pupils will learn: • All forms of life depend on water for life; • The importance of water conservation; and • How the water cycle works.</td>
</tr>
</tbody>
</table>

Table 3.3: Key stage 2 Thematic Unit: Water

For more information on the history of the port visit [www.londonderryport.com/history.htm](http://www.londonderryport.com/history.htm)
Lesson Objective:
To raise awareness of the Clipper Round the World Yacht Race and the link to Derry~Londonderry.

Teaching Guidelines:
- Clipper was founded in 1995 by Sir Robin Knox-Johnston, the first man to sail solo, non-stop around the world;
- The race was named after the 1830’s ‘tea clippers’ which were small, fast, cargo carrying sailing ships;
- Clipper is the world’s longest yacht race where teams from different countries compete against each other;
- Competitors race over 40,000 miles of ocean;
- 450 people take part in the race;
- The race takes one year to complete; and
- Leg 8 of the race commences in Nova Scotia and finishes in Derry~Londonderry at the end of June 2012. This presents the city with an opportunity to showcase its heritage, culture and environment to an international audience.

Figure 4.1: Derry~Londonderry Clipper boat. (Derry City Council and Clipper Round the World Yacht Race)
4.1 Clipper Round the World Yacht Race

Start the lesson by describing some of the uses of the River Foyle. For example, ships would have transported coal to the city and shirts from the city to other countries. The River Foyle is an important part of the Derry~Londonderry Halloween celebrations each year. Other uses of the River Foyle include canoeing, fishing, sailing, pleasure boating and wildlife watching.
Clipper crew members have to be well prepared for their journey around the world. Each crew member has to undergo training from the moment they get onboard a Clipper yacht. Team Derry~Londonderry has 43 crew members and 18 of these crew members are on board at one time during the race. Below are some facts about what it is like to be a Derry~Londonderry clipper crew member:

- On board they would pass the time by playing cards, surfing the internet, and writing in their online clipper crew diary. View the clipper crew diaries at www.derrycity.gov.uk/clipper;
- Working in a watch system, on average crews will sleep for only 2 ½ hours at a time;
- Crews bake fresh bread onboard the yachts every day;
- Crews will race at two weeks at a time so have to eat canned food, tea, soups and ready meals; and
- Fresh water is kept in large tanks on board the yacht for the crew to drink and wash with.

Activity 1: 
Clipper online
www.derrycity.gov.uk/clipper
Using ICT, pupils could access the clipper website, view the race live via video link and learn more about the countries visited.

Activity 2: 
Who will be the winner?
Using their knowledge of the race and competitors, pupils will discuss what team they think will win 1st, 2nd and 3rd place.

Activity 3: 
Round the world
Using a map of the world, pupils could work in pairs, to trace the route of the race around the world.

Activity 4: 
Diary of a competitor
Using the Clipper website and reading blogs from competitors, pupils could write a short story on what they think it would be like to live on a boat for a month.

Suggestions include:
- What sort of things would they pack in their suitcase for the trip?
- What would they eat?
- What would they do on board the boat?
- Where would they sleep?
Derry–Londonderry Skipper Mark Light described the crew’s journey around the world.

**Activity 5: Colour Clipper Countries**

Using the blank map of the world, pupils will colour in countries visited by the clipper race.

Refer to activity page 1.

<table>
<thead>
<tr>
<th>Country</th>
<th>Colour Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>England</td>
<td>Dark Blue</td>
</tr>
<tr>
<td>Portugal</td>
<td>Red</td>
</tr>
<tr>
<td>Brazil</td>
<td>Light Green</td>
</tr>
<tr>
<td>South Africa</td>
<td>Yellow</td>
</tr>
<tr>
<td>Australia</td>
<td>Blue and White Stripes</td>
</tr>
<tr>
<td>New Zealand</td>
<td>Purple</td>
</tr>
<tr>
<td>China</td>
<td>Pink</td>
</tr>
<tr>
<td>USA</td>
<td>Light Blue</td>
</tr>
<tr>
<td>Canada</td>
<td>Red and White Stripes</td>
</tr>
<tr>
<td>N.Ireland</td>
<td>Black</td>
</tr>
</tbody>
</table>

Table 4.1: Key for Clipper Port Countries

“Still we wait for a change in wind direction to send us towards Rio - at the moment it is a choice between the Amazon on one tack and Namibia on the other. This doesn’t seem fair to have good steady winds but completely in the wrong direction at the same time as watching other boats ahead sail off in a different breeze towards Rio. But then, if this Clipper Race was easy it quite simply wouldn’t exist.”

**Figure 4.4:** Crew member’s blog
Activity 6: Exploring Clipper Countries

Using the internet and books, pupils will create their own Clipper Country booklet which will contain the following:

- Pupils will draw the flag for a clipper country of their choice;
- find out what the capital of that country is;
- find out what the weather is like in summer and winter; and
- What language is spoken in that country.

Activity 7: Timing the race

From the early 1700s, in the age of the sailing ships, to the onset of the Second World War in 1939, when the last transatlantic steamer sailed from the port, Derry-Londonderry was one of the principal emigration ports in Ireland.

Conditions on board 18th century emigrant ships were tough. Disease thrived on overcrowded ships. Further hazards included storms and shipwreck.

By the 1770s the voyage across the Atlantic, on average, took 7 weeks with the fastest being 27 days and the slowest being 17 weeks.

The emigration trade established Derry-Londonderry as one of the chief Irish ports for transatlantic trade in the 18th century. In 1771 the American colonies took more linen cloth and provisions from Derry-Londonderry than Britain did, and thirty percent of the Scotch-Irish, around 75,000 people, emigrated though Derry-Londonderry port to North America prior to 1776 and the American declaration of Independence.

Using the clipper race map, discuss with pupils how long it would take to:

- Sail from Derry-Londonderry to Nova Scotia in Canada;
- Fly from Derry-Londonderry to Nova Scotia in Canada; and
- Sail around the world in a yacht.

At the end of the lesson pupils should be able to:

- Understand that Clipper is the world's longest yacht race taking a full year to complete;
- Identify at least five countries visited by the Clipper race; and
- Discover what life would be like on board the boat.
4.2 History of the River Foyle

The River Foyle has always been an important aspect to life in Derry~Londonderry. It runs through the heart of the city, offering a lifeline for trade and industry as well as a place for leisure and recreation. It has played an important role in the history and development of the city. Table 4.1 shows key historical events associated with the River Foyle and the city.

<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>c. 3000 BC</td>
<td>Prehistory inhabitants of Enagh Lough</td>
</tr>
<tr>
<td>547</td>
<td>St Columba established a monastery in Derry</td>
</tr>
<tr>
<td>1613</td>
<td>Charter of King James I and new name Londonderry</td>
</tr>
<tr>
<td>1689</td>
<td>Siege of Derry</td>
</tr>
<tr>
<td>18th Century</td>
<td>Emigration, mostly Ulster Scots</td>
</tr>
<tr>
<td>1835</td>
<td>William Coppin began building sailing vessels for the Atlantic crossing in the city</td>
</tr>
<tr>
<td>1843</td>
<td>Public holiday in the city when Coppin launched the Great Northern, the largest screw propulsion vessel to be built in the world</td>
</tr>
<tr>
<td>19th Century</td>
<td>Second wave of Emigration to America, and beyond</td>
</tr>
<tr>
<td>1882</td>
<td>Foyle Shipyard opened at Pennyburn</td>
</tr>
<tr>
<td>1914-1918</td>
<td>First World War</td>
</tr>
<tr>
<td>1939-1945</td>
<td>World War II and Lough Foyle is the most westerly port in the UK and key player in the Battle of the Atlantic</td>
</tr>
<tr>
<td>1945</td>
<td>German U boats surrender at Lisahally</td>
</tr>
<tr>
<td>1971</td>
<td>Discovery of the wreck of La Trinidad Valencera in Kinnegoe Bay, Co. Donegal</td>
</tr>
<tr>
<td>1993</td>
<td>Port moves from city centre to permanent base at Lisahally</td>
</tr>
<tr>
<td>2005</td>
<td>Londonderry Port named ‘Port of the Year’</td>
</tr>
<tr>
<td>2011</td>
<td>Peace bridge opened</td>
</tr>
<tr>
<td>2012</td>
<td>Clipper round the world yacht race arrvies in the city</td>
</tr>
</tbody>
</table>

Table 4.2: Key historical events in Derry~Londonderry.
4.2. History of the River Foyle

4.2.1. Lesson 1 Objective: Prehistory

To increase knowledge of prehistory in Derry–Londonderry and the role of the River Foyle.

Teaching Guidelines:
Late Stone Age and Bronze Age inhabitants of Rough Island, in Enagh Lough to the North East of the city, exploited the fish and waterfowl associated with the small lake. They may have used log boats which were hollowed out from a tree. The log boat was a traditional form used in Ireland from c. 3000 BC to 17th Century AD.

Activity 1: Use of ICT for the Clipper online activity

Research online (www.mountsandel.com), and look for clothes and tools that would have been used in prehistoric Ireland. Pupils can create their own poster of what they have found.

Learning Outcomes:
• Early settlers chose to live beside the river because of its various uses;
• Early settlers made their homes from mud and stone;
• Tools were made from stone; and
• Changes over time.

Discuss how people lived thousands of years ago and encourage pupils to:
• Describe what people might have eaten;
• What they wore; and
• How they travelled.

Refer to the importance of the River Foyle to inhabitants for fishing, cooking, washing clothes and bathing.

Figure 4.5: A Log Boat (Derry City Council Heritage and Museum Services)

Figure 4.6: Prehistoric home in Ireland at Irish National Heritage Park. (Source: Wikipedia)
4.2.2. Lesson 2: St Colm Cille/Columba

Learning objective:
To enable pupils to find out about St Colm Cille and his monastery in Derry–Londonderry which was founded in the year 547.

Teaching Guidelines:
According to the Annals of Ulster, Colm Cille (Columba) founded a small self-sufficient monastery on the Island of Derry in the 6th century. Derry was then entirely surrounded by water. Monks and pilgrims were ferried across the River Foyle to the monastery. From their coracles made of animal skins stretched over wickerwork frames, the monks fished for salmon and trout. In 563, Columba set sail from Derry with 12 companions for Scottish Dal Riata and Iona became a base for missionary activity in Ireland and Scotland.

Activity 2: Time Line

Pupils can complete the historical time line on activity sheet 2.
Activity 3: Daily Life of a Monk

The daily life of a monk centred around the hours. The monks followed a strict routine and gathered several times a day to pray.

- The Book of Hours was the main prayer book and was divided into eight sections, or hours, that were meant to be read at specific times of the day;
- Each section contained prayers, psalms, hymns, and other readings intended to help the monks secure salvation for himself;
- Each day was divided into these eight sacred offices, beginning and ending with prayer services in the monastery church;
- Any work was immediately ceased at these times of daily prayer. The monks were required to stop what they were doing and attend the services; and
- The food of the monks was generally basic and the mainstay of which was bread and meat. The beds they slept on were pallets filled with straw.

Ask pupils to discuss the daily routine of a monk in Derry~Londonderry in the 6th century.

4.2.3. Lesson 3: The Vikings

Learning Objective
To enable pupils to find out more about the impact of the Vikings and their culture.

Teaching Guidelines
In 795, the Columban monastery on Iona was attacked by the Vikings and this was the first time they had appeared in this area. Derry did not suffer greatly at the hands of the Vikings. It is recorded that in 990 and 997 Derry was plundered by the “foreigners.”

Activity 4: Time Line
Pupils can complete the historical time line on activity sheet 2.
Activity 5: **Viking culture**

Using information from the website below, pupils will learn how Vikings lived

http://www.bbc.co.uk/schools/primaryhistory/vikings/

Ask pupils to discuss:

- Why did Vikings attack places such as monasteries?
- Do you know anything about Viking customs and beliefs?
- Make a note of three things you know.

Activity 6: **Viking longboats**

Vikings used longboats which were up to 75 metres long and made of timber. It could carry 30 fighting men and a number of small horses. Pupils will complete the drawing of a Viking longboat on activity sheet 3 and make a note of three things that made the Vikings so successful.
4.2. History of the River Foyle

4.2.4. Lesson 4: Emigration

Lesson Objective
To enable pupils to understand why Derry–Londonderry was an important port for trade and industry as well as a place of departure for people leaving Ireland to go to other countries.

Teaching Guidelines
Due to the geographic location of the city and the links to the River and Lough Foyle, the city’s port grew extensively over the 18th century, partly due to an extensive wave of emigration by Ulster Presbyterians, who wished to start a new life in the new world. Many emigrants left from Derry, the main port for the American emigration trade. In July 1729, as many as 25 ships had left the city that summer and in 1772 and 1773 about 6,000 emigrants left the city. Many of these emigrants, known as Ulster Scots, went on to play a major role in the new American nation. By 1850, the city had become more industrial.

Look at how shipbuilding grew to meet the needs of the emigration trade and further waves of emigration in the 19th and 20th centuries.

Activity 7: Explore the Quay

Look at Figure 4.12 of the river front circa 1790.

a) Ask pupils to describe how the port has changed over the past few hundred years?

Figure 4.12: John Nixon sketch 1793
Derry–Londonderry Port in 1793
(Derry City Council Heritage and Museum Services)

- St. Columbs Cathedral
- No cars - people walked or had horses
- Ships made of wood

Give pupils activity sheet 4.

For more information on the history of the port visit www.londonderryport.com/history.htm
4.2. History of the River Foyle

b) Look at Figure 4.13 advertising the Doctor Kane emigration ship.

Ask pupils to look at the poster and find out

- Where is the ship going to?
- Can you find this on a map?
- What does this poster tell us about how the port was used?

c) Using googlemaps pupils will discover the route taken by emigrants from Derry ~ Londonderry to Nova Scotia, Canada.

Figure 4.13: Emigration in Derry~Londonderry (Derry City Council Heritage and Museum Services)
Activity 8: Life at sea

The Clipper Round the World Yacht Race will involve travelling from America to Derry–Londonderry in modern yachts complete with GPS. In 1800’s, travelling was very different. The Minehaha (Fig 4.15) is one of the famous ships from the McCorkell Line which took both people and goods to and from America to Derry–Londonderry.

Give pupils activity sheet 5
a) Look at the pictures below and ask pupils to imagine they were going to America in 1800 and 2012:
   • What would they see?
   • How would they feel?
   • What would they have to eat?

Get pupils to compare how the journey would have changed over the past 200 years.

b) Each pupil will write a postcard home telling people of their adventure as a clipper crew member in 2012.

Activity 9: The Little Girl

Pupils will write a short story about the little girl in Fig 4.14 discuss with pupils:
• What age is she?
• What is her name?
• How would she be feeling leaving Derry–Londonderry?

Refer to activity sheet 6.
4.2.5. Lesson 5: World War II

Learning objective
Enable pupils to find out more about the role of the city in the Battle of the Atlantic and the impact the war had on the city.

Teaching Guidelines
The outbreak of World War II, brought a lot of activity to the city and new jobs. In 1941, the Americans had signed a secret agreement, to establish a US naval base in Derry–Londonderry. The first group of 362 ‘civilian technicians’ arrived in June 1941. This increased when the US entered the war in December 1941. The facilities included a radio station, a ship repair base, ammunition and storage depots, personnel camps, administrative HQ and 1000 feet of new quayside at Lisahally. The city was also the official base for the Canadian navy. This was also to be the place where the Germans surrendered many of their U Boats in 1945.
Activity 10: Look at the photographs of U boats in Derry–Londonderry.

Pupils will imagine they are a local reporter and must write a report for the Foyle News about the surrender of the German U boats in Derry–Londonderry in 1945. This was a very important event for the city and it also meant that the war was coming to an end.

For more info:

In the report pupils will describe:
- The scene at the Lisahally docks; and
- The boats and the German sailors.

Refer to activity sheet 7.

Activity 11: Time Line

Pupils can complete the historical time line on activity sheet 2 and include some facts about the port in the correct place.

Figure 4.20: Ships docked at Derry–Londonderry quay. (Courtesy of Imperial war museum and DCC)

Figure 4.21: U boats in Derry–Londonderry, 1945 (Derry City Council Heritage and Museum Services)
4.3 Environment

4.3.1. Lesson 1: Clipper Rivers

Learning Objective
To make pupils aware of their local river environment and other rivers that the Clipper race visits.

Teaching guidelines
The River Foyle has always been an important aspect to life in Derry~Londonderry. It runs through the heart of the city, offering a lifeline for trade and industry, as well as a place for leisure and recreation. It has played a major part in the city’s heritage and development.

Both Lough Foyle and River Foyle provide a backdrop for the study of the social, economic and environmental elements of Derry~Londonderry’s past and present.

The River Foyle is used by large industrial boats to transport precious cargo such as oil, coal and wood, through Londonderry Port.

The River Foyle is an important habitat for a variety of animals including Atlantic salmon, European otter, seals and 60 species of fish. In November 1977, an adult male Killer Whale or Orca, named “Dopey Dick” swam into the River Foyle, in pursuit of a late salmon run. Much to everyone’s delight he stayed for two days before being coaxed by security forces back to open water, continuing west along the Donegal coast.

Figure 4.21: U boats in Derry~Londonderry, 1945 (Derry City Council Heritage and Museum Services)

Figure 4.22: Map of the River Foyle (Derry City Council)
4.3. Environment

The River Foyle is designated as a Special Area of Conservation (SAC) and an Area of Special Scientific Interest (ASSI) for its river habitat. Some other facts about the River Foyle are outlined below:

- It is approximately 17 miles long;
- It is one of the fastest flowing rivers in Europe of its size;
- It is up to 900m wide and 21m deep;
- It provides an important habitat for many animals and plants;
- Over 60 species of fish have been recorded in the Foyle;
- River Foyle and Lough Foyle support significant populations of Atlantic salmon and European otter;

For more information on River Foyle and wildlife in Derry-Londonderry visit www.derrycity.gov.uk/biodiversity

Figure 4.23: ‘Dopey Dick’ in River Foyle 1977 (Derry Journal)
Activity 1: Exploring Clipper Rivers

a) Using books and the internet, pupils will investigate wildlife of the rivers of the following clipper countries:

Northern Ireland: River Foyle

Canada: Tusket River
http://en.wikipedia.org/wiki/Tusket_River

Brazil: Amazon River
http://en.wikipedia.org/wiki/Amazon_River

New Zealand: Waikato River
http://en.wikipedia.org/wiki/Waikato_River

b) Working in pairs pupils will create a poster of a river of their choice. The poster will include:

- The country flag;
- Length of the river;
- Animals that live in the river; and
- How it is used by people.

Activity 2: River Foyle Wordsearch

Pupils can complete the wordsearch on activity sheet 8.

Figure 4.24: The Amazon River, Brazil (Wikipedia)
4.3. Environment

Activity 3: Life of a Salmon: Drama

The activity would start with a short discussion and visual description of the life cycle of Atlantic Salmon.

Spawning
All salmon spawn in freshwater. Usually the female salmon will put her eggs into a depression in the ground. The parents then leave the eggs in the nest or “redd”

Eggs
The eggs (ova) begin developing immediately after fertilization and will hatch after about 180 days in normal water temperatures.

Alevins
The just-hatched fish are called alevins and still have a yolk sac attached to their bodies, with the remains of food supplied from the egg. When most of the yolk sac has been consumed, the alevins become active and begin their journey up through the gravel. They soon grow all eight fins, which help them swim in the water.

Fry
Once they begin to swim freely (three to six weeks after hatching), they are called fry. Their survival is temperature dependant and heavily influenced by predation and competition for food.

Parr
Fry quickly develop into parr with vertical stripes and spots for camouflage. They feed on aquatic insects. Once the parr have grown to 10–24 cm in body length, they adapt to life in seawater while still in freshwater, by smolting. They become silvery and change from swimming against the current, to moving with the current. This adaptation prepares the smolt for its journey to the oceans.
4.3. Environment

**Smolt**
In spring, large numbers of smolts leave rivers to migrate north into the rich feeding grounds of the North Atlantic Ocean. Here they feed primarily on fish, such as herring. As they grow, fewer predators are able to feed on them.

**Adult salmon**
Some salmon, called grilse, will reach maturity after one year at sea and return to their river in summer weighing from 1 to 4kg. They have a “homing instinct”, to locate their river of origin using the earth’s magnetic field and the chemical smell of their river. Their journey can cover up to 5000 km.


When pupils understand the life cycle and its habitat they could put together a short play. In groups of seven give them time to prepare roles and script to be presented to the rest of the class. Each group could interpret a different stage for example:

- Hatching;
- Hunting prey and becoming prey;
- Life at sea and
- Going home.

3. Activity 4: Life of a Mammal

Start the activity by explaining that a mammal is warm blooded, has hair or fur, gives birth to live young and mothers feed their young on milk. Fish live in the river and have gills that allow them to breathe under water. A bird has wings that allow it to fly and are covered in feathers.

a) Using the interactive white board show pupils different mammals found in the River Foyle and surrounding parks for example, seal, otter, red squirrel and bats.

A ready made presentation on mammals is available to download from the website www.derrycity.gov.uk/clipper

b) Get pupils to write a diary entry for a mammal of their choice, entitled ‘A day in the life of _______. Get them to describe what they did, what they saw, what they ate and where they live. Refer to Activity sheet 10.

c) Host a short quiz using the activity sheet. Pupils have to identify which is a mammal, a fish or a bird. Refer to Activity sheet 11.

d) Otter mask: pupils cut out otter mask and attach string. Refer to Activity sheet 12.
4.3. Environment

At the end of this lesson pupils should know:

- Rivers are an important habitat for animals and plants;
- The animals that can be found in rivers of four of the clipper countries;
- Plants and animals rely on each other in the food chain;
- Lifecycle of the Atlantic salmon;
- Mammals that live in the River Foyle; and
- Rivers are important for tourism, recreation and transporting goods.

Atlantic Salmon migrate from freshwater rivers to the Atlantic Ocean, before returning to their original river to spawn. Atlantic salmon have a “homing instinct”, to locate their river of origin, using the earth’s magnetic field and the chemical smell of their river.

Activity 5: Why do animals migrate?

a) Discuss with pupils why birds and Atlantic Salmon migrate, in terms of finding food and new habitat, or to escape harsh winters.

b) Describe how the Atlantic Salmon uses its ‘homing instinct’ to find its way back to the river, where it was born.

c) Using a map, trace the journey of a bird from Nova Scotia, Canada to the River Foyle. This is the same journey the clipper boats will take in June 2012. Refer to Activity sheet 13.

4.3.2. Lesson 2: Migration

Learning objective
To make pupils aware that birds and Atlantic salmon migrate and navigate to find food.

Teaching guidelines
Migration refers to travelling long distances. Bird migration involves the seasonal journey completed by many species of birds. For example, light bellied Brent Geese travel to Lough Foyle in winter each year from Canada.
4.3. Environment

Activity 6: A day in the life of a light bellied Brent goose

a) Using the interactive whiteboard and photos, explain to pupils that light bellied Brent geese visit Lough Foyle in winter each year from Canada. Ready made presentation available at www.derrycity.gov.uk/clipper.

Refer to activity sheet 13

b) Highlight that this is the same route that the clipper yacht race will take to get back to Derry–Londonderry.

Using www.rspb.org.uk, ask pupils to find out:

- What do the birds look like?
- What do they eat?
- Distance they fly to get from Canada to Derry–Londonderry?

Using activity sheet 14 pupils will then imagine they are a light bellied brent goose about to leave Canada to go to Lough Foyle. Pupils will write a diary entry detailing:

- What they saw crossing the Atlantic Ocean?
- What they ate?
- What they saw when they got to Lough Foyle?

Activity 7: How do humans navigate?

In the past, sailors would have used the sun and stars to navigate around the world. In the present day, technology is much more advanced and sailors now use computers to navigate.

a) Pupils will imagine they are on the Derry–Londonderry Clipper yacht. How do they find their way around the world?

b) Explain that Clipper competitors will use the following equipment to find their way around the world:

- **Compass:** how to use a compass http://adventure.howstuffworks.com/outdoor-activities/hiking/compass.htm
- **GPS:** global positioning system; http://electronics.howstuffworks.com/gadgets/travel/gps.htm and
- **Sonar:** equipment to avoid rocks and icebergs. http://www.ehow.com/how-does_4567005_sonar-work.html
4.3. Environment

4.3.3. Lesson 3: The Water Cycle

Learning Objective
To make pupils aware that all forms of life on the planet depend on water.

Teaching Guidelines
• Using a map of the world show pupils how much water there is on earth to include the oceans, rivers and lakes.
• 97% of water on earth is salt water.
• 3% is fresh water. 75% of the fresh water is contained in the permanent ice at the north and south poles.
• Another 15% of the fresh water is underground and we cannot reach it, 9% of water is stored in bogs and other habitats.
• Only 1% of fresh water is available for people, plants and animals.

Activity 8: Water for Life

Start the lesson by explaining that all life on earth depends on water.

a) Ask pupils if they notice what happens to plants on a hot day? The soil dries up and the plant will die if they do not get water. Our bodies are made up of 2/3 water, so water is very important for our survival.

Since there is little water on the planet that can be used by people, plants and animals, pupils should be encouraged to conserve water.

b) Put a glass of water on the table and ask the pupils the question:

‘Where does water come from?’

Figure 4.27: The Water cycle and the River Foyle (Lermagh Graphics)
4.3. Environment

Explain that this glass of water may have fallen from the sky as rain just a few days ago, but that the water itself has been around since time began.

c) Using activity sheet 15, explain simple points of the water cycle and that water is constantly being recycled.

Activity 9: Water cycle and climate change

Start the activity by referring to the water cycle activity sheet and that fresh water is stored in the ice caps. When ice melts, the water enters oceans and rivers, which are used to provide people with drinking water. This experiment will illustrate to pupils how water from the ice caps enters the water cycle and the effects of climate change. Refer to activity sheet 16.

Equipment needed:
- Ice cube tray;
- Water; and
- Access to a freezer.

Methodology:
1. Fill the ice cube tray with water
2. Put the tray in the freezer until it has frozen solid
3. Let the ice melt to see the reverse happen
4. Get pupils to time how long it takes for the ice to melt into liquid
4.3. Environment

Activity 10: Wasting water

Begin the activity by explaining that there is limited amount of water on earth and that it must be recycled and conserved.

Refer to activity sheet 16.

Equipment:
- Measuring jug

Methodology:
1. Turn on the tap so that there is only a drip of water coming out of the tap
2. Place a measuring jug under the tap
3. After ten minutes pupils will measure the amount of water collected from the dripping tap
4. Get pupils to draw a graph of how much water was wasted after:
   - 10 minutes;
   - 30 minutes; and
   - 60 minutes.

Ask pupils if they turn off the tap when brushing their teeth? If not, think about how much water is wasted? Set pupils a homework activity based on how long it takes them to brush their teeth. Discuss this in class the next day.

Activity 11: Water Pollution

a) Ask pupils to think about pollution. Do they do anything that would pollute water?

Prompts to use:
- What do they put down the sink? For example, soap and shampoo;
- Food production involves fertilisers which can be washed into streams;
- Dropped litter is blown into water courses. Explain that litter looks bad to tourists and can be a danger to wildlife.

b) Explain that recycling is important and stops waste going to landfill, which could pollute ground water.

c) Get pupils to write down a ‘pledge,’ to change one thing in their daily lives to make a difference to the environment. Refer to Activity Sheet 17.
4.3. Environment

Activity 12: Life of a raindrop
adapted from www.enchantedlearning.com

This play, highlights the stages of the water cycle. Pupils read the script as they perform the play. Each pupil can play the following ‘character’

<table>
<thead>
<tr>
<th>Character</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Sun (who is also the narrator)</td>
</tr>
<tr>
<td>2 Ocean water drop</td>
</tr>
<tr>
<td>3 Rain water drop</td>
</tr>
<tr>
<td>4 Water vapour 1</td>
</tr>
<tr>
<td>5 Water vapour 2</td>
</tr>
<tr>
<td>6 Cloud</td>
</tr>
</tbody>
</table>

The Sun
Our story starts in the ocean. We are watching a drop of water.

Ocean water drop
It’s getting hot here in the ocean - I don’t think I can swim any more. I’m feeling light and airy! I think the Sun’s doing it to me.

The Sun
I can’t help it - I’m hot and full of energy. That’s what I do, and I do it so well, don’t I?

Ocean water drop
Uh oh! I’m not floating in the water anymore, I’m in the air – I’m not a drop of water anymore – I’m water vapour now.

The Sun
What’s water vapour?

Water Vapour
It’s water, but it’s a gas. I’ve evaporated and turned into a gas - and so have I. Let’s fly up high! I feel like joining the others and forming a crowd.

Water Vapour 2
I think you mean a cloud, not a crowd. Condensing means that we’ll change back into a liquid (water, of course). Then we’ll be part of a cloud.

Cloud
Okay, now we’re a beautiful, fluffy cloud. Let’s fly over the land and take a look at those beautiful mountains! But now I’m feeling heavy. I think I’m going to rain!

Raindrop
Where am I now? It is flowing very fast! Is it a River?

The Sun
It is called the River Foyle!
Activity 13: Journey of a raindrop

This play highlights the stages of the water cycle. Pupils read the script as they perform the play. No props or scenery is required. There are 19 characters, but in a small class, students can easily play more than one part. The students could even write their own water cycle adventure.

Cast

<table>
<thead>
<tr>
<th>Cast</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Sun (who is also the narrator)</td>
<td>Snowflake 2</td>
</tr>
<tr>
<td>Ocean water drop 1</td>
<td>Glacier ice 1</td>
</tr>
<tr>
<td>Ocean water drop 2</td>
<td>Glacier ice 2</td>
</tr>
<tr>
<td>Water vapour 1</td>
<td>Stream water 1</td>
</tr>
<tr>
<td>Water vapour 2</td>
<td>Stream water 2</td>
</tr>
<tr>
<td>Cloud</td>
<td>River water 1</td>
</tr>
<tr>
<td>Snowflake 1</td>
<td>River water 2</td>
</tr>
</tbody>
</table>

The Sun

Our story starts in the ocean. We are watching a drop of water.

Ocean water drop 1

It’s getting hot here in the ocean - I don’t think I can swim any more. I’m feeling light and airy! I think the Sun’s doing it to me.

The Sun

I can’t help it - I’m hot and full of energy. That’s what I do, and I do it so well, don’t I?

Ocean water drop 2

Yes, you do, but I think I’m getting dizzy and there isn’t even a whirlpool here. I’m feeling so strange! I think I’ll just float for a while - no more swimming for me.

Ocean water drop 1

Uh oh! You’re not floating in the water anymore, you’re floating in the air - you’re not a drop of water either - you’re water vapour now.

Water Vapour 1

What’s water vapour?
4.3. Environment

<table>
<thead>
<tr>
<th>Character</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Water Vapour 2</td>
<td>It’s water, but it’s a gas. You’ve evaporated and turned into a gas - and so have I. Let’s fly up high!</td>
</tr>
<tr>
<td>Water Vapour 1</td>
<td>I feel like joining the others and forming a crowd.</td>
</tr>
<tr>
<td>Water Vapour 2</td>
<td>I think you mean a cloud, not a crowd. Okay, let’s condense.</td>
</tr>
<tr>
<td>Water Vapour 1</td>
<td>What does that mean?</td>
</tr>
<tr>
<td>Water Vapour 2</td>
<td>Condensing means that we’ll change back into a liquid (water, of course). Then we’ll be part of a cloud.</td>
</tr>
<tr>
<td>Cloud</td>
<td>Okay, now we’re a beautiful, fluffy cloud. Let’s fly over the land and take a look at those beautiful mountains! But now I’m feeling heavy and cold. I think I’m going to snow!</td>
</tr>
<tr>
<td>Snowflake 1</td>
<td>Hey, what’s got six arms and there’s nothing exactly like it in the whole world?</td>
</tr>
<tr>
<td>Snowflake 2</td>
<td>Me - I’m so special. You, too, of course. We’re both snowflakes. Hey, where are you going now?</td>
</tr>
<tr>
<td>Snowflake 1</td>
<td>I can’t stop falling - you’re falling too. But where are we going?</td>
</tr>
<tr>
<td>Snowflake 2</td>
<td>Down.</td>
</tr>
<tr>
<td>Snowflake 1</td>
<td>Thanks - I knew that. It looks like we’re taking a trip to the mountains. I hope you know how to ski.</td>
</tr>
<tr>
<td>Snowflake 2</td>
<td>Well, it looks like we’re stuck on a glacier - I wonder why they’re called rivers of ice.</td>
</tr>
<tr>
<td>Glacier Ice 1</td>
<td>I’m getting crushed here. Now I’m ice - this is NOT my favorite part of the water cycle.</td>
</tr>
<tr>
<td>Glacier Ice 2</td>
<td>We’re only moving at about one foot a year. This is going to be sooooooo boring - it’s a long way to the bottom.</td>
</tr>
<tr>
<td>Glacier Ice 1</td>
<td>You’d better get used to it, we’re stuck on this glacier for a while.</td>
</tr>
<tr>
<td>The Sun</td>
<td>A long, long, long time later, two very bored drops of water emerge from the bottom of the glacier. I haven’t been much help to them lately.</td>
</tr>
<tr>
<td>Stream water 1</td>
<td>Wow, I’ve finally melted!</td>
</tr>
</tbody>
</table>
### 4.3. Environment

| Stream water 2 | Me too - I’m free at last. What a change, we were practically standing still, and now we’re shooting the rapids. |
| Stream water 1 | Watch out for that rock! And that waterfall! |
| Stream water 2 | Ouch! I’ve had enough of this. Can we go home now? |
| Stream water 1 | We don’t have a home. At least we’re out of the mountains. The water’s getting deeper. What’s going on here? |
| River water 1 | You can slow down now - we’re in a river. And we’re getting warmer. |
| River water 2 | I like this. Not too fast and not too slow. |
| River water 1 | Let’s go down this side stream - it looks clear and clean. |
| Reservoir water 1 | Okay. We’re in a reservoir now - we’ll be flowing through huge pipes soon - I’ve been here before. |
| Reservoir water 2 | Here they are. It’s dark and spooky in these pipes. How do we get out of here? |
| Reservoir water 1 | Just go with the flow. |
| Tapwater 1 | There’s a light at the end of the tap - we’re in a sink. Eew - that kid is brushing her teeth! |
| Tapwater 2 | I hope she doesn’t drink us - it’s really weird when that happens. |
| Tapwater 1 | Whew, that was a close call. Looks like we’re whirlpooling down the drain. Hold your nose! |
| Water in drain pipe | More dark pipes - but these pipes are really smelly. We must be in the sewer under the city. Boy do I need to take a bath. |
| Sewage processing plant | I heard that. I’m a sewage processing plant. You’ve come to the right place. I’m so amazing that I can even give bath water a bath! Now you’re all filtered and clean - just take that pipe to the sea. |
| Ocean water drop 1 | We’re finally back in the ocean. You know, I’ve done this trip a million times, and every time it’s different. |
| Ocean water drop 2 | I was well water in San Francisco once. |
| Ocean water drop 1 | I was in a typhoon in China twice. |
| Ocean water drop 2 | I was rain in New Zealand. |
4.3. Environment

Ocean water drop 1 I was snow in Iceland.

Ocean water drop 2 We’ve all been snow in Iceland. But I was in a puddle in Brazil.

Ocean water drop 1 I was in the River Foyle in Derry–Londonderry

Ocean water drop 2 I was in a swamp in Southampton.

Ocean water drop 1 Boooorrrrrring.

The Sun Hi there! It’s me again. Did you miss me? I know you did.

Ocean water drop 1 I feel so hot and dizzy!

Ocean water drop 2 Oh no, it’s starting all over again!

Ocean water drop 1 I wonder where we’ll go this time?

At the end of the lesson pupils should be able to:

• Recognise the importance of water for all life on earth;
• Understand that water is constantly recycled;
• Understand that water has three forms;
• Rivers are important for development of towns and cities.
4.4. Culture and Heritage

Learning Objective

- To highlight to pupils that there is diverse maritime culture and heritage in the city;
- To make pupils aware that the City has been designated the first UK City of Culture 2013.

Teaching Guidelines

Derry–Londonderry has made history after winning its bid to be the first ever UK City of Culture in 2013. In 2013, Derry–Londonderry will host a year-long celebration of culture, opening its doors to visitors from across the world.

To learn more about the UK City of Culture bid visit

The museums in the city are an ideal day out for school groups. The Tower Museum hosts two permanent exhibitions to allow visitors to learn about the city’s history and heritage. ‘The Story of Derry,’ informs visitors about the prehistory to the present. The Armada Shipwreck – La Trinidad Valencera exhibition tells the story of the discovery and recovery of this Spanish Armada vessel.

Figure 4.29: Tower museum (DCC)
4.4. Culture and Heritage

The River Foyle is a key location for celebrating citywide cultural events as it is host to the:

- **Peace bridge**

  In June 2011, the Peace Bridge opened to the public. It is the third bridge across the River Foyle, connecting the Guildhall to Ebrington square. The bridge covers a distance of 312 metres and allows pedestrians and cyclists to access the Cityside and Waterside.

- **Foyle Days**

  Each year Derry City Council hosts a free event in May-June to celebrate the River Foyle. The riverfront comes alive with activities for everyone, on and off the water. Activities include sailing, diving, canoeing, boat tours, heritage and environmental activities. Ships and boats also visit the harbour including the Johanna Lucretia, a two masted wooden schooner built in 1945.

- **Halloween**

  Derry–Londonderry is host to Europe’s greatest Halloween festival in October. A carnival parade and fireworks display takes place each year on October 31st on the Banks of the River Foyle.

  Halloween is an ancient Irish and Scottish tradition, dating back hundreds of years. Irish and Scottish immigrants carried versions of the tradition to North America in the nineteenth century. Halloween has its origins in the ancient Celtic festival known as Samhain (pronounced “sah-win”). Samhain is the Irish word for summer’s end. The festival of Samhain is a celebration of the end of the harvest season in Gaelic culture. Samhain was a time used by the ancient pagans, to take stock of supplies and prepare for winter. The ancient Gaels believed that on October 31, the boundaries between the worlds of the living and the dead overlapped and the deceased would come back to life. Masks and costumes were worn in an attempt to mimic the evil spirits.
Activity 1: Importance of rivers

Ask pupils to think about the different recreational, industrial or commercial activities that take place on the River Foyle. Examples could include:

- Freshwater fishing;
- Boating;
- Walking;
- Watching wildlife;
- Water discharge;
- Transporting goods by boat;
- Cruises by boat.

Activity 2: City of Culture

- Begin the activity by explaining that there are many different cultures in the city;
- Using the ready made presentation, www.derrycity.gov.uk/clipper show pupils various events that take place in the city;
- Examples include the Chinese New Year, St Patrick’s Day, and Lundy’s Day; and
- Pupils will then design their own poster, to highlight cultural diversity in Derry~Londonderry.

Activity 3: My View of the River Foyle

Pupils will explore their relationship and connections to the River Foyle. Ask pupils to answer the question:

‘What does the River Foyle mean to me?’

Some topics to get pupils thinking about their answer:

- During World War II, the River Foyle was host to American ships. These sailors brought ice cream, chewing gum and Coca cola with them; this is the first time people in the city would have seen these items;
- People can use the river to sail, canoe or go in a boat;
- Fishermen use the foyle to catch fish and provide us with food;
- Walking along the river with your family;
- A chance to see wildlife up close; and
- The River Foyle has been there throughout history, our ancestors have seen it and so have we so connects us with our family’s past.

Thousands of people left Derry~Londonderry port to go to Nova Scotia in search of a new life.

4.4. Culture and Heritage

Activity 4: The life of a raindrop

Explain that this activity shows that water connects everyone on the planet. It has seen history since the beginning of time, it witnessed hunter gatherers canoeing in rivers and U-boats during World War II. It is important for people all over the world from Ireland to Australia, Italy to India and America to Japan. It is important for biodiversity and wildlife. Without water, there would be no rivers, seas or ocean and the Clipper Round the World Yacht Race would not exist.

Water connects history, people and wildlife

Pupils will write a story of the life of a raindrop at different points in history:
- Ice caps, polar bears, prehistoric animals mammoths;
- Prehistory – making canoes from trees;
- The Siege of Derry;
- World War II; and
- Clipper Round the World Yacht Race.

Activity 5: Raindrop Character

- Pupils will draw and colour in their own raindrop character.

Table 4.2: Teacher guidelines

Get pupils to think about:
- What people wore;
- What they ate;
- How they travelled;
- What animals were around; and
- What dangers were there.

Pupils can use the following as guidance:
- It began life in the Ice caps 10,000 years ago;
- It melted and entered the ocean;
- It then entered a river;
- Reservoir;
- Tap;
- Sewage plant;
- River;
- Ocean; and
- Life in a cloud.
Appendix 1
Resources around the River Foyle

Riverwatch Aquarium and Visitor Centre
Riverwatch invites you and your pupils to explore the wonderful wetlands of the Foyle catchment. The visitor centre is the perfect place for a fun, but educational, trip. There are no admission charges. Your group visit will be guided by one of our education staff. The duration of a visit can vary from 30 mins to 2 hours depending on the age, ability and interests of the group. Visits can be extended by incorporating one of our workshops.

St Columb’s Park
St Columb’s Park is an ideal location for outdoor learning, with access to woodland and parkland. Pupils will have an opportunity to see various wildlife including birds, red squirrels and butterfly species.

Tower Museum
The Tower Museum houses two permanent exhibitions.
1. “The Story of Derry”
Tells the dramatic history of the city from earliest prehistory to the present.
2. “An Armada Shipwreck” - La Trinidad Valencera” tells the story of one of the largest ships in the Spanish Armada, La Trinidad Valencera, which sank off the Donegal Coast in 1588.
For more information contact
Tel: +44 (0)287137 2411
Email: tower.reception@derrycity.gov.uk

Bay Road Park
Bay Road Park is Derry~Londonderry’s first Local Nature Reserve. It is a protected area of land because of its biodiversity value and links to the community. The park is host to a range of habitats and species including grasslands, woodland, mudflats and internationally important populations of birds.

Peace Bridge
The Peace Bridge Bridge provides an excellent view of the River Foyle and links the walk between the city side quay and St Columb’s park so that people can explore heritage and biodiversity on both sides of the river.

Riverside walk
Take a stroll along the quay from Foyle Valley Railway to Bay Road Park and see fantastic views of the River Foyle. Interpretation panels and monuments are also located along the walking route for people to learn about Derry~Londonderry’s role in emigration and World War II.

Sainsbury’s Otter
Northern Ireland has the densest population of Otter in Europe. Within Northern Ireland, the Foyle Catchment has the highest population of otters. They are regularly spotted swimming near Sainsbury’s along the quay.

Pennyburn Pass Bird Hide & Panel
Ilex in partnership with Derry City Council and Lough’s Agency installed bird hides and panels at Pennyburn pass, to allow people to watch a range of birds. During the winter months you will see Redshank from Iceland, Brent Geese from Canada and Oystercatchers from Norway!
Appendix 2
Contacts and Further Information

Internet Resources

Clipper
www.derrycity.gov.uk/clipper
http://www.londonderryport.com/clipper/
www.clipperroundtheworld.com

History and Heritage
http://www.derrycity.gov.uk/museums/armada/index.html
http://www.nmm.ac.uk/server/show/conWebDoc.171
http://www.bbc.co.uk/history/british/tudors/adams_armada_01.shtml
http://www.bl.uk/learning/histcitizen/uk/armada/back/backd.html
http://www.londonderryport.com/history.htm
http://en.wikipedia.org/wiki/Londonderry_Port
http://www.nmm.ac.uk/server/show/conWebDoc.20643
http://www.inishowenmaritime.com/themes.shtml
http://www.bbc.co.uk/northernireland/siege/
http://www.derrycity.gov.uk/ww2/
http://www.bbc.co.uk/ww2peopleswar/categories/c1159/index.shtml
http://en.wikipedia.org/wiki/Derry
http://en.wikipedia.org/wiki/Londonderry_Port
www.mountsandel.com
www.colmcille.org

Environment
http://www.derrycity.gov.uk/biodiversity
http://www.loughsagency.gov.uk
http://www.creggancountrypark.com
http://www.ni-environment.gov.uk
http://www.geographia.com/northern-ireland/ukider01.htm
http://en.wikipedia.org/wiki/Lough_Foyle
http://www.derryjournal.com/community/nostalgia/whale-of-a-tale-that-had-the-city-hooked-for-a-week-1-3215091

Culture
www.whatsonderrylondonderry.com
Organisations and Contacts

Derry City Council
96 Strand Road,
Derry/Londonderry.
BT48 7NN

Tel: +44 (0)28 7136 5151
Fax: +44 (0)28 7126 4858
Email: info@derrycity.gov.uk

www.derrycity.gov.uk/clipper

Tower Museum
Tower Museum,
Union Hall Place,
Derry/Londonderry.
BT48 6LU

Tel: +44 (0)28 7137 2411
Fax: +44 (0)28 7137 7633
Email: fiona.tracey@derrycity.gov.uk

www.derrycity.gov.uk/Museums/Heritage-and-Museum-Service

Creggan Country Park
Westway,
Creggan,
Derry/Londonderry.
BT48 9NU

Tel: +44 (0)28 7136 3133
Fax: +44 (0)28 7136 3135
Email: karen.healy@creggancountrypark.com

www.creggancountrypark.com

Loughs Agency/Riverwatch Aquarium and Visitor Centre
22 Victoria Road,
Derry/Londonderry.
BT47 2AB

Tel: +44 (0)28 7134 2100
Fax: +44 (0)28 7134 2720
Email: general@loughs-agency.org.

www.loughs-agency.org

Inishowen Maritime Museum
Greencastle,
Co Donegal.

Tel: +353 (0)74 938 1363
Fax: +353 (0)74 938 1980
Email: greencastlemaritime@eircom.net

www.inishowenmaritime.com

Creggan Country Park
Westway,
Creggan,
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Tel: +44 (0)28 7136 3133
Fax: +44 (0)28 7136 3135
Email: karen.healy@creggancountrypark.com

www.creggancountrypark.com

Londonderry Port & Harbour Commissioners
Harbour Office,
Port Road,
Lisahally,
Derry/Londonderry.
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Appendix 3
Additional activities

a) Artist to assist with exhibition display

To celebrate the arrival of the Clipper round the world yacht race in Derry–Londonderry, Derry City Council will organise a spectacular maritime festival along the quay in July 2012. Derry City Council is asking schools to contribute to the River Foyle Education Exhibition at the event. This will involve working closely with a local artist to create artistic exhibition displays.

b) Visit to Tower museum

The Tower museum exhibitions use a range of display and interactive techniques to present stories of “The Story of Derry” and “An Armada Shipwreck - La Trinidad Valencera.” For more information or to book a visit, please contact

Margaret Edwards
Tel. +44 (0)28 7137 2411
Email: museums@derrycity.gov.uk
Web: www.derrycity.gov.uk/museums

c) Visit to Riverwatch Aquarium and Visitor Centre at Loughs Agency

Riverwatch is the Loughs Agency’s Interpretive Centre located on the banks of the Foyle in Prehen. It provides a unique opportunity for pupils to learn more about the River Foyle and its wildlife. Admission is free. For more information or to book a visit, please contact

Gillian Simpson
Tel. +44 (0)28 7134 2100
Email: riverwatch@loughs-agency.org
Web: www.loughs-agency.org