

Memorial Park Heritage Pack

- KS1 and KS2 Lesson Plans -
- Timeline -
- Key Info Sheets -



This Heritage pack aims to support schools in using Memorial Park as an outdoor learning space to further children's education, including using the new Forest School area within the park.

The activities are put together so that there is one classroom or school based activity and one activity in the park for Key Stage 1 and 2.

The pack has been put together as part of the regeneration of Memorial Park in Great Harwood in 2024. The project has been a collaboration of Profitts CIC, Friends of Memorial Park, The Prospects Foundation and Hyndburn Brough Council and was funded by the Lancashire Environment Fund and National Lottery Heritage Fund.

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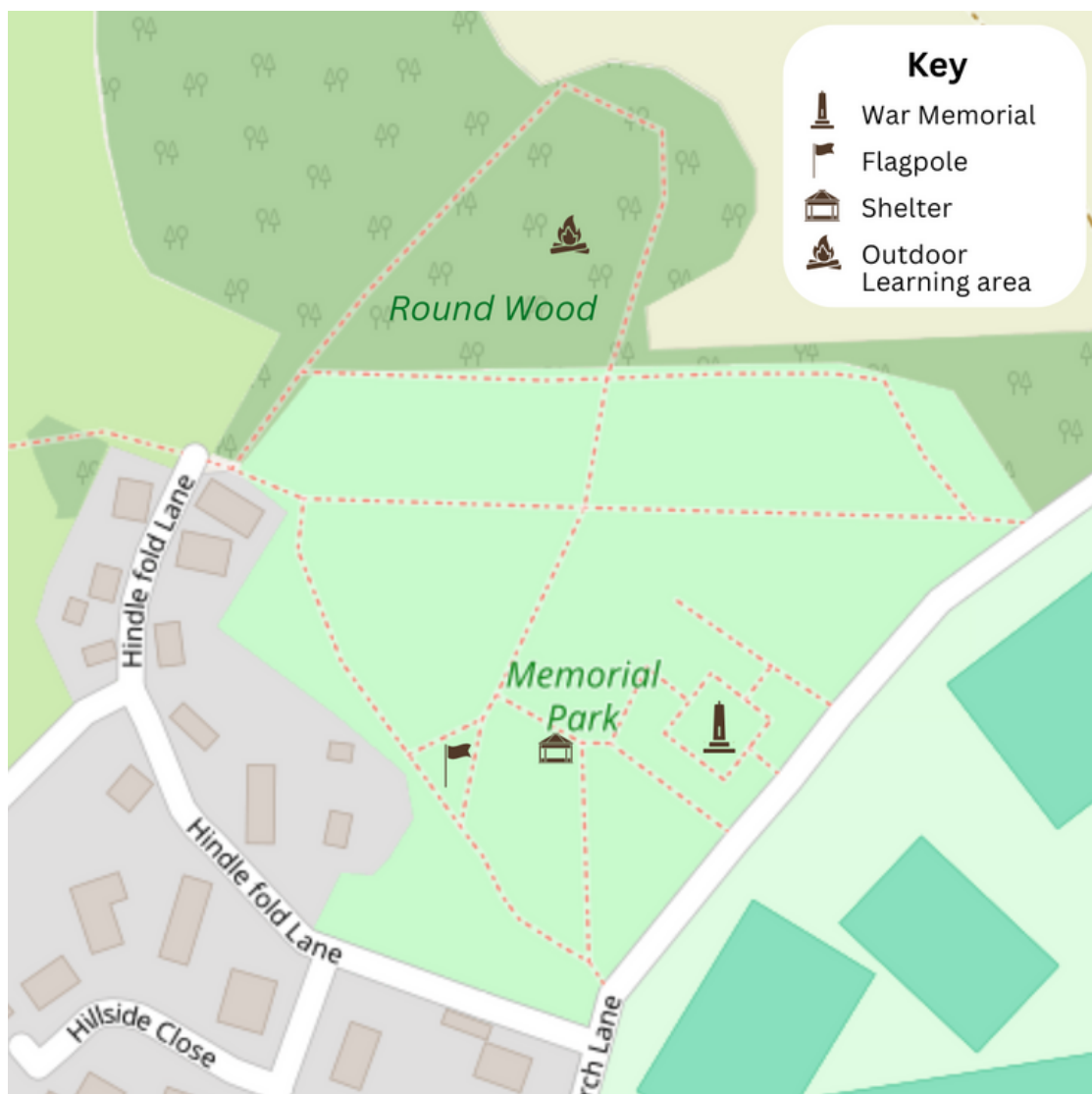
Intro to the Park

Memorial Park has been a public space since 1921. The first part to be built was the WW1 War Memorial in 1926 and the rest of the park has been built around it over the past 100 years.

Park address:

Memorial Park, Church Lane, Great Harwood, BB6 7PT

The park is owned and managed by Hyndburn Borough Council.



Lesson plans

KS1

Design a Park
Historic photo hunt

KS2

Create a timeline
Historical landmark scavenger hunt

Timings have been left out of the lesson plans to accommodate the timings for your group, although they should be achievable in around an hour. Park-based lessons would benefit from being a bit longer - 1.5 hours, to allow the students time to explore the park and engage with nature during the activities.

Each lesson plan shows curriculum links, and the kit and prep required. Some activities have suggestions for how they could be changed to better suit your class.

We hope you find these ideas useful.

KS1 lesson plan – school based

Design a Park

Objectives

- Discover what life in Great Harwood was like when Memorial Park was created, and why it was created.
- Explore what students value in a park, and design one themselves.

Curriculum links

- History - significant historical events, people and places in their own locality.
- History - changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.
- Geography - use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- Art - to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination

Equipment

- PowerPoint (downloadable from the Friends of Memorial Park webpage - www.greatharwoodfomp.co.uk)
- Appliance sort cards (printable from Appendix 1 in this pack). One set per group/table.
- Memorial Park outline (printable from Appendix 2 in this pack) One per person.
- Pens, pencils, and colour pencils

Prep

- Print Memorial Park outline sheets for designing, or use plain paper.
- Cut up appliance sort cards and make one set per group.

Activities

Intro

- Discuss if anyone has been to Memorial Park. What is it like? How long do you think it's been there for? (Since 1926, so almost 100 years)

Starter: What was life like 100 years ago?

- Split class into groups. Use the hot water bottle example on the PowerPoint to explain the activity. Hand one set of appliance sort cards to each group. Students split them into 'things from the 1920s' and 'things now' and then match them up. Discuss as a class. Which one do they think has changed the most? What else can they think of that has changed?
- Suggestion: You could play clips of 1920s radio, or 1920s music and compare it to current radio or music to give a greater variety of comparisons.

Then and Now

- Show photos of the park then and now. What differences can the class see? Why has it changed? (Change in management and use.) Why do they think the park was made like this? (The war memorial was the first thing to be built, to represent the people who died in the First World War, and the park was made around it.)

What do you want in your park?

- What would you want the focus of your park to be? (Memorial Park's focus is remembering those lost in the wars. Theirs could be football, friends, dogs, peace, etc.).
- Show slides of things they might want in a park as suggestions. The class stand up for yes, sit down for no. What other ideas do they have? (litter bins, park rules, disabled access, benches, trees for shade, etc.)

Design a Park challenge

- You've been challenged by the local council to design your own version of Memorial Park.
- Suggestion: If you are not near Memorial Park, you could say that the council has a rectangle of land to use as a park and use an A4 piece of paper instead.
- What is the focus of the park? What facilities would be in the park?
- The class may need a demo of this to show them how to draw their ideas in a map-style way.

Round up: Show off designs

- Leave the park designs on the desks and ask students to walk around the classroom to see others' ideas. They could have tokens which they put on the best design, to vote as a class which design they would like most. What do they think are the most important features needed in a park?
- Suggestion: If running this session before visiting Memorial Park, suggest that the students look at the features in the park and see how many of the important features there are.



KS1 lesson plan – park based

Historic photo hunt

Objectives

- Use their knowledge of the park to find the sites of old photos and compare them to the park today.
- Learn the points of the compass and practice navigation skills, with support.

Curriculum links

- History - changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- History - significant historical events, people and places in their own locality
- Geography - use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
- Geography - use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- Science - Explore the uses of different materials.
- Science - Observe seasonal changes

Equipment

- High adult: child ratio, allowing the class to separate and groups to work autonomously.
- Risk assessment for activity (printable from Appendix 10 in this pack)
- Historical photo trail map of park (printable from Appendix 3 in this pack)
- Historical photos (printable from Appendix 4 in this pack)
- Clipboards (one per group)
- Pencils (one per person)
- A4 or A5 piece of paper (one per person)

Prep

- Set up clipboards – one per group. Each group should have: Historical photo trail worksheet, pencil, plain paper

Activities

Intro

- Cover risk assessment considerations (boundaries, staying with groups, dogs, litter, etc.)

Starter: North South East West

- Do a simple compass point activity. Can they point to where north, south, east west is? How can they work this out without a compass? (map, sun, trees, etc.)

Historic photo trail

- In groups or as a large group, follow the route on the map of the park. At each point students stop and decide which photo correlates to where they are. Try to stand in exactly the spot where the photo was taken. At each point do the activity relating to that photo and discuss what has changed. Students could take the lead on map reading this if possible, or with prompts to utilise their compass direction knowledge.
- Suggestion: While doing the rubbing trails, link to Y2 science 'materials' project by looking at the tarmac paths with concrete edging, and metal versus wooden benches, and why the nature rubbing and exercise way marker posts are wooden with metal plaques on them.

War memorial visit

- Regroup at the War Memorial. Look at the names on the memorial. Which family lost the most members? What would it be like to lose a family member, or more than one?

Round up: discussion.

- What did the students discover about the park that they didn't know before? How has the park changed over time?



KS2 lesson plan – school based

Create a timeline

Objectives

- Learn more about the history of Great Harwood and Memorial Park, and how Memorial Park has changed over time
- Gain an appreciation for how people would have felt about the war memorial 100 years ago

Curriculum links

- History - local history study - a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality
- History - a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- English - preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action (Years 3 and 4)
- English - draft and write by: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning; in narratives, describing settings, characters, and atmosphere and integrating dialogue to convey character and advance the action (Years 5 and 6)

Equipment

- PowerPoint (downloadable from the Friends of Memorial Park webpage)
- Printed out timeline segments (printable from Appendix 5 in this pack). One set.
- Introduction of the 1920 park proposal document (printable from Appendix 6 in this pack). One copy.
- Newspaper articles and documents showing arguments for and against the creation of a war memorial in Great Harwood in the 1920s (printable from Appendix 7 in this pack).
- A table of potential arguments for and against the creation of a war memorial in Great Harwood in the 1920s and present day (in Appendix 8 in this pack).
- A large space to move around in (or tables moved away in the classroom)

Prep

- Cut up the segments of the timeline to give one to each pair in the class.

Activities

Intro

- Has anyone been? What is it like? How long do you think it's been there for? (Since 1926, so almost 100 years)

Starter: 1920 Description of the park.

- Read, or ask a student to read, the introduction to the park proposal document which describes the area in 1920 before the park had been built. It was written in 1920 by Thomas Hawson who was part of the Royal Institute for British Architects.
- Discuss: What do the students think of the description? Do they agree with it?

What was life like in Great Harwood in the 1920s?

- Look at the 1950 photo of St Bartholomew's School with Bank Mill in the background (very close to Memorial Park).
- What is the building behind the school (a mill). There were 22 textile mills in Great Harwood in 1914. What would life be like in a town with that many mills? How has it changed in the past 100 years?

Build a timeline

- Split the class into pairs. Each group is given an event in the timeline of the park. Each group makes something creative (a poster, drama piece, drawing, poem, etc.) about the event and how it impacted Memorial Park. This could be a quick 10 minute narration with actions, or a longer activity with more thought and research if you have time.
- Go through the events in chronological order, with each pair presenting their work to the class, to create a timeline of the park.
- Discuss as a class or in groups what the most important event was. Which one had the most impact?

Debate the war memorial

- Discuss the creation of the war memorial at Memorial Park. Great Harwood was relatively rare as the war memorial was only erected in 1926, 8 years after the end of the war. Some people were opposed to building a war memorial, and they couldn't decide what to build or where to build it. In 1925 a town meeting was called to discuss whether they should have a war memorial or not.
- Split the class into two groups and designate students 'for' and 'against' in each group. Hand out the newspaper clippings and letters from 1925, and some example reasonings. Encourage students to put themselves into the shoes of the people at the time, but also think about it from today's perspective. Give them 5 or 10 minutes to think of ideas.
- Recreate the discussion at Mercer Hall in 1925 and hold a for and against debate for having a war memorial at Memorial Park, over the other options.
- Suggestion: There are examples of suggested arguments in the appendix. Skip this activity if you think it will become too controversial, or steer the conversation towards what could have been built to remember the soldiers instead of the memorial, such as a hall, library, etc.

Round up: discussion

- What did the students discover about the park that they didn't know before? How have the people of Great Harwood (and the changes in people's priorities) changed the park? For example, the war memorial was built for remembrance, Friends of Memorial Park do it because they have pride in the park, people go to events in the park because they enjoy being there, etc.

KS2 lesson plan – park based

Historical landmark scavenger hunt

Objectives

- Explore the historical features of Memorial Park
- Discover the War Memorial and the impact of the First World War

Curriculum links

- Geography - use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
- Art - to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]

Equipment

- High adult: child ratio, allowing the class to separate and groups to work autonomously.
- Risk assessment for activity (printable from Appendix 10 in this pack)
- Historical photos worksheet (printable from Appendix 9 in this pack). One per group.
- Clipboards (one per group)
- Pencils (one per person)
- A4 or A5 piece of plain paper (one per person)

Prep

- Set up clipboards – one per group. Each group should have a historical photo trail worksheet and one piece of plain paper per person.

Activities

Intro

- Cover risk assessment considerations (boundaries, staying with groups, dogs, litter, etc.)

Starter: Descriptive writing

- Read through again the description of the park in 1920. Ask students to think about the sights, smells, feelings, etc. in the park now. Get them to write a few sentences or a paragraph describing the park as it is now, using their surroundings as inspiration.
- Suggestion: Students could draw parts of their surroundings that stand out to them instead if they prefer or create a journal with both drawing and writing.

Historic photo scavenger hunt

- In groups, students look at the photos on the worksheet and go to where in the park they think the photo was taken. At each point they must answer question on the worksheet that they can only answer once they are in the correct spot. The group with the most correct answers at the end of the allotted time (20 – 30 mins) wins.

- Suggestion: The photos are in an order that will lead the groups in a circuit of the park. Give each group a different photo number to start at to give each group space.

War memorial visit

- Regroup at the War Memorial. Look at the names on the memorial. Which family lost the most members? What would it have been like to lose a close family member in the war? Are any of the students great grandparent's names there?
- If there are poppies discuss the symbolism of poppies as remembrance.
- Look at the inscription on the war memorial. Have the students heard this at a remembrance parade or event before? It is from a poem called 'For the Fallen' written by Robert Laurence Binyon in September 1914. Perhaps read the poem.

Round up: discussion.

- Which photo in the scavenger hunt was hardest to find? Which was easiest? Did the students notice things in the park that they hadn't noticed before? How has the park changed over time? What has changed most?



Leading group sessions at Memorial Park

Hyndburn Borough Council requires notification for group activities taking place in public parks. To do this please email the Green Spaces Officer, Fraser Beesley-Monteath:

Fraser.Beesley-Monteath@hyndburnbc.gov.uk

Things to include:

- risk assessment
- copy of the public liability insurance
- details of when and what activities will take place



If you are running a prolonged programme in the park, such as Forest School, one email with all the dates and times planned for the programme is enough. Fraser can also be contacted to meet groups in the park and support and advise on the site maintenance, etc.

Activity risk assessments are provided in Appendix section of this pack. The site specific risk assessment, including emergency access points and nearest defibrillator, is in Appendix 10 of this pack.

History of Memorial Park

Great Harwood Nomenclature

There are two suggestions of where the name of Great Harwood comes from. It may come from the Old English word Har meaning grey. Therefore it could mean 'grey wood'. Or Har could be a shortening of hare so Harwood could mean 'the hare wood'.

Medieval Period

Great Harwood was mentioned in the Domesday book in 1085 as a woodland area with farmland. The town was established by the 12th century and the village was separated into Lower Town and Upper Town. By 1290, the entire settlement was privately owned, with farmers having to rent land if they wanted to farm it.



St Bartholomew's Church

The Church of St. Bartholomew was built before 1335 and was originally called the Church of St. Lawrence.

During the post-medieval period, Great Harwood remained small with very little growth in size or population. The area where Memorial Park is was not lived on or developed. At this time the town was known as 'Moch Harwoode'.

1600s - 1914

As the land in Great Harwood was privately owned, families could not farm their own land to produce food to live off. Therefore, they used a handloom to weave material which they sold to buy food. As the handloom industry grew, the population of Great Harwood began to increase. In 1844 the first mill is built in Great Harwood by Lawrence Catterall who grew up Hindle Fold, right next to where Memorial Park is now. The mill was called Bank Mill and stood where Bank Mill Community Centre is today. Bank Mill closed in the 1960's and was demolished in the 1970's.



Handloom

In the 19th century some large country houses were near where Memorial Park is today. These belonged to the mill owners who had moved to Great Harwood in the mid-18th century. The textile industry grew within the town and, by 1914, there were 22 textile mills in Great Harwood.

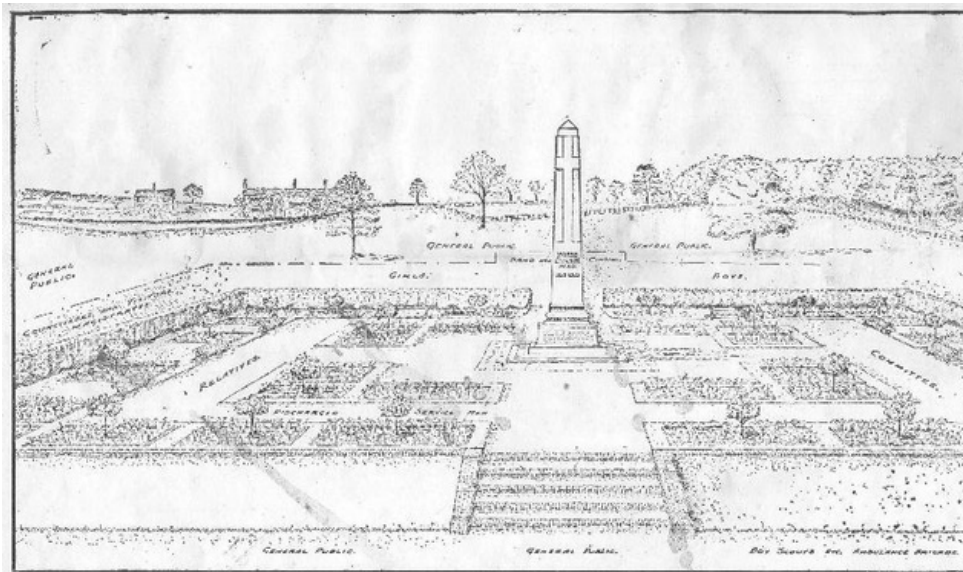
1914 onwards

From 1914 to 1918 Britain took part in World War One and thousands of soldiers joined the army to fight in France and Belgium. Many lost their lives in the war, including 393 from Great Harwood.

When the idea of a war memorial was first suggested in 1918, different places around the town were suggested for it, including in front of Mercer Hall and on top of Bowley Nab. However, they couldn't decide where to put the monument and what it should look like so the idea was abandoned.

In 1920, the land for the Memorial Park was brought by three local people: James Boardman, Henry Milton-Jones and William Pickup. They gave it to the town to use as a park and started designing it. They planned two separate parts for the park: formal with six tennis courts, bowling green, bandstand and pavilion on Eastern side, and winding paths and natural planting on the western side. However they did not put these plans into practice.

In 1925 when the Ladies Committee raised the subject again. The Town Council voted to let the Ladies Committee take control of the task of building a war memorial in a location that everyone agreed with. The memorial was opened a year later in 1926. They decided on a polished granite obelisk inscribed with the names of the fallen, with a formal garden around it.



Design for the War Memorial, 1925

The Ordnance Survey map from 1931 shows only the war memorial surrounded by open fields. By 1957 the park had been built, but not to the original plans. An aerial photograph from the 1960s shows a children's playground area on Memorial Park playing fields. In 1957 the park was landscaped as it is today.

In 2003 Friends of Memorial Park was set up, originally to try to stop the council felling trees along the Memorial Park playing fields. Since then they've planted thousands of spring bulbs, looked after beds in the park and made a sensory garden.

Timeline of Memorial Park

Medieval 1066 – 1540

Great Harwood was a small village. The entire area was owned by two families. This means that everyone living in the town, and the local farmers, have to rent their land from the two families. Great Harwood is split into two parts: the Upper Town and the Lower Town. The area that is now Memorial Park site was a field near the Upper Town.

1819

Richard Grimshaw Lomax buys the land that Memorial Park is on, for £75,000.

1844

The first textile mill is built in Great Harwood by Lawrence Catterall who grew up Hindle Fold, right next to where Memorial Park is now. The mill was called Bank Mill and stands where Bank Mill community centre is today. By 1914 there were 22 mills in Great Harwood. Bank Mill closed in the 1960's and was demolished in the 1970's.

1848

A group of trees are planted in in the area north of the site of Memorial Park, in a perfect circle. This was known as Roundabout Plantation and is now called Round Wood, part of Memorial Park.

1877

A railway line is opened in Great Harwood, linking it to Blackburn and Burnley. This increases industry in the town as the materials for the mills, and the things they produce can be transported more easily. The railway ran along where the White Path and Martholme Greenway are now.

1893

James Lomax, a mill owner, builds a large house to the north of the Memorial Park site, called Allsprings.

1912

The road between Memorial Park and the playing fields is tarmacked over. Before that it had just been a track.

1918

After World War 1 many towns decide to build a war memorial. The idea of a war memorial in Great Harwood is first suggested. However, the townspeople can not decide where to put it or what it should look like so it is not built.

1920

Three local men, James Boardman, Henry Milton-Thompson and William Pickup, buy the land that is now Memorial Park from the Lomax family. They donate it to the town to create a public park.

1925

Mrs Cummings from the Ladies Committee suggests that the memorial and a garden of remembrance could be created on land donated to the town. The Ladies Committee are given control of creating a war memorial.

1926

The grand ceremony to unveil the Memorial takes place on 2nd October.

1927

A shelter is built to the North West of the War Memorial.

1939 – 45

During World War 2 the playing fields next to Memorial Park are used for growing food, mainly oats.

1950

The council starts building a playground in the park, where the playing fields are now. The playground is never fully finished.

1957

Memorial Park is landscaped as it is today. A putting green is created near Round Wood and the boundary fence is installed. A shelter is built on the edge of Round Wood and the original shelter by the war memorial is turned into an aviary. Public toilets are put into the park in a separate building.

1973

The pavilion on the playing fields is built.

2003

Friends of Memorial Park is set up to try to stop the council felling trees along the Memorial Park playing fields. Since then they've planted thousands of spring bulbs, looked after beds in the park and made a sensory garden.

2004

The playing fields are landscaped to create flat terraces for playing ball games.

2004

The first 'Proms in the Park' event is organised by Friends of Memorial Park. A brass band play in the park and people have picnics on the lawn. The event runs every year for the next 10 years.

2007

The shelter by the War Memorial is burnt down by an arson attack. It is rebuilt with the help of local businesses.

2023

Work starts on the restoration of the park thanks to Heritage Lottery Funding.

2024

A 'Picnic in the Park' event is held to celebrate the restoration work in the park over the past year. Memorial Park gets its green flag award, showing that it is a well-managed green space.



Picnic in the Park event, August 2024



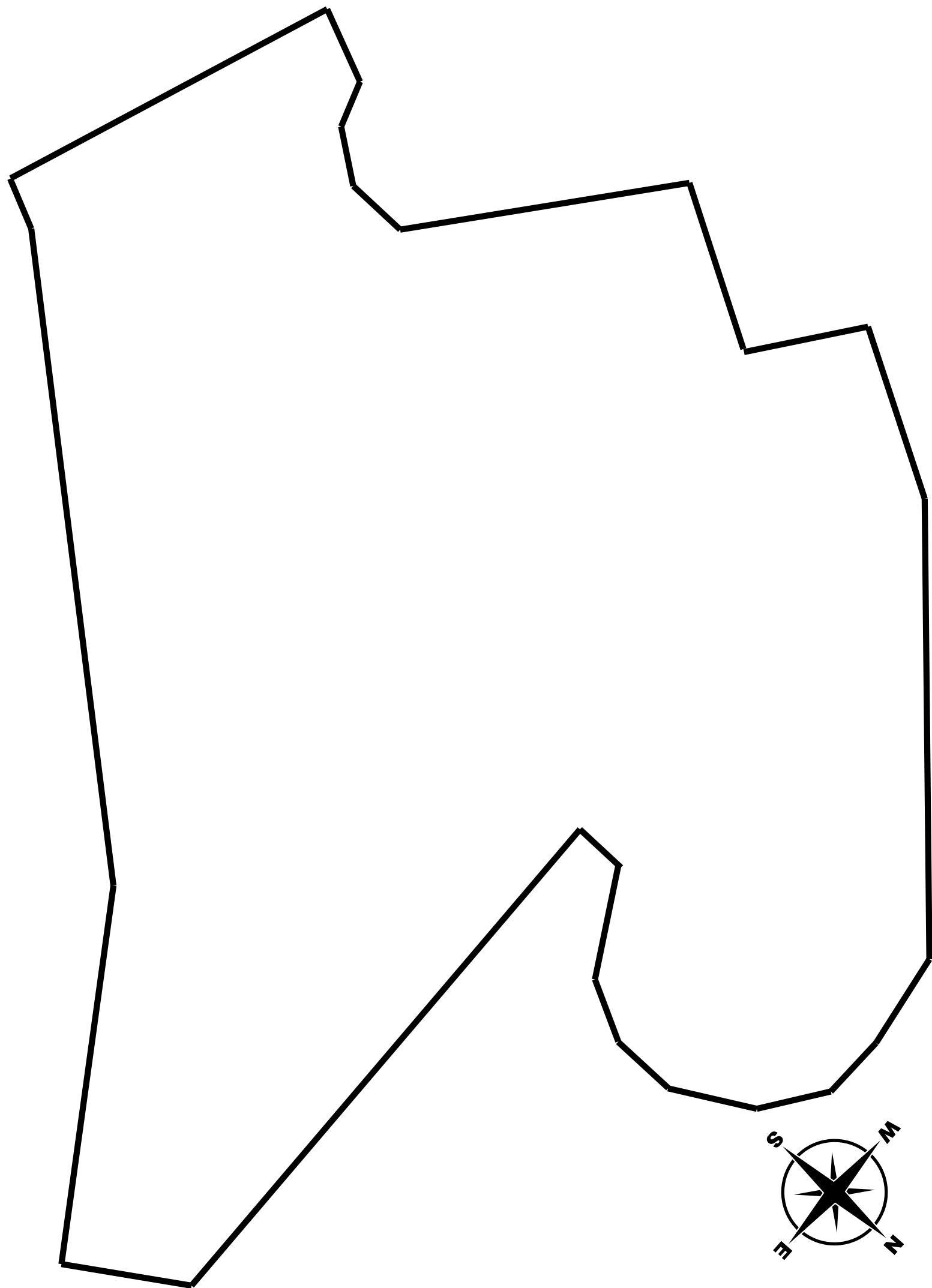
Appendix 1 – Appliance sort cards



Appendix 1 – Appliance sort cards

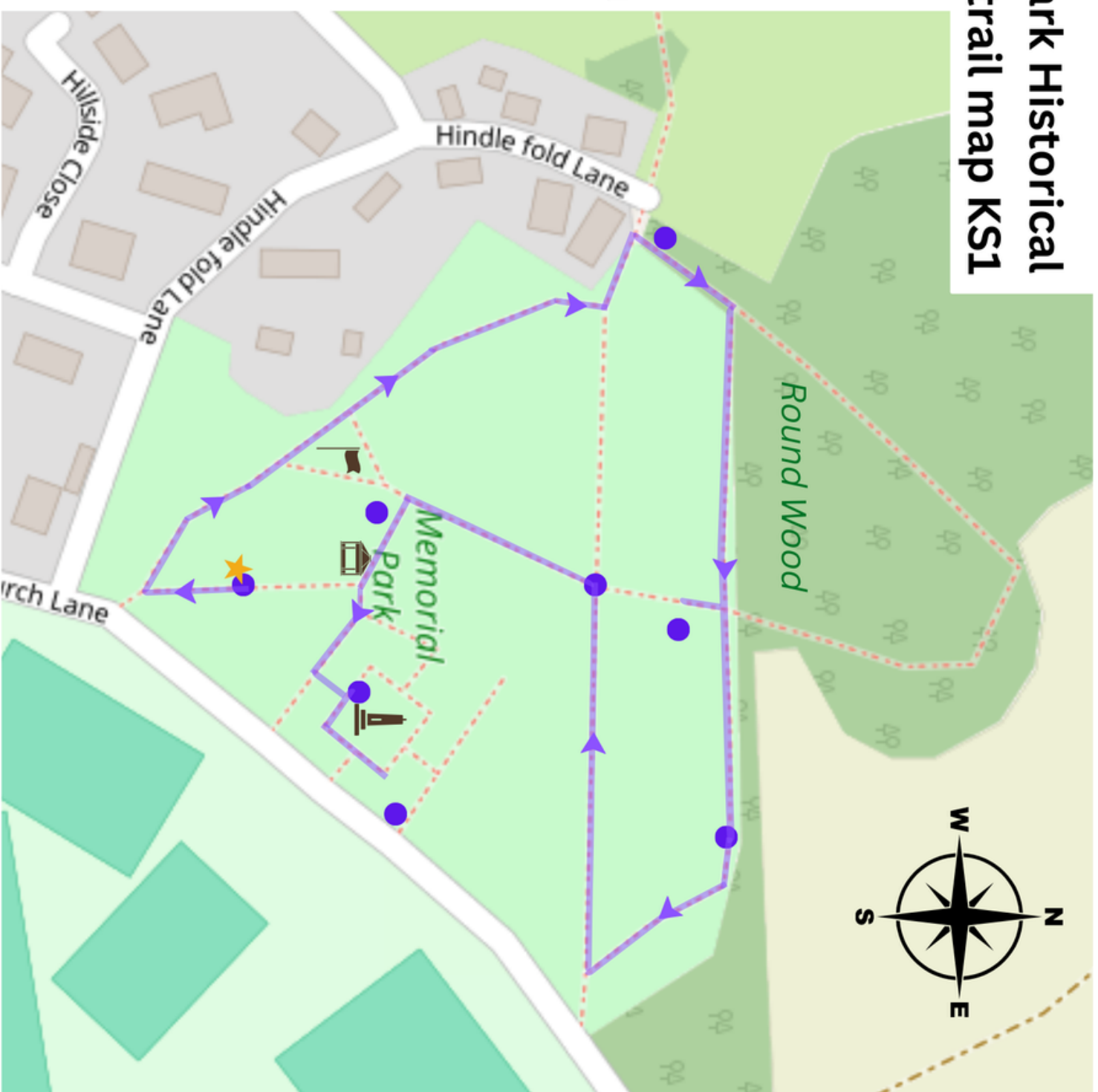


Appendix 2 – Outline of Memorial Park for Design a Park



Memorial Park Historical photo hunt trail map KS1

Follow the trail around the park and stop at each point to decide which photo was taken there!

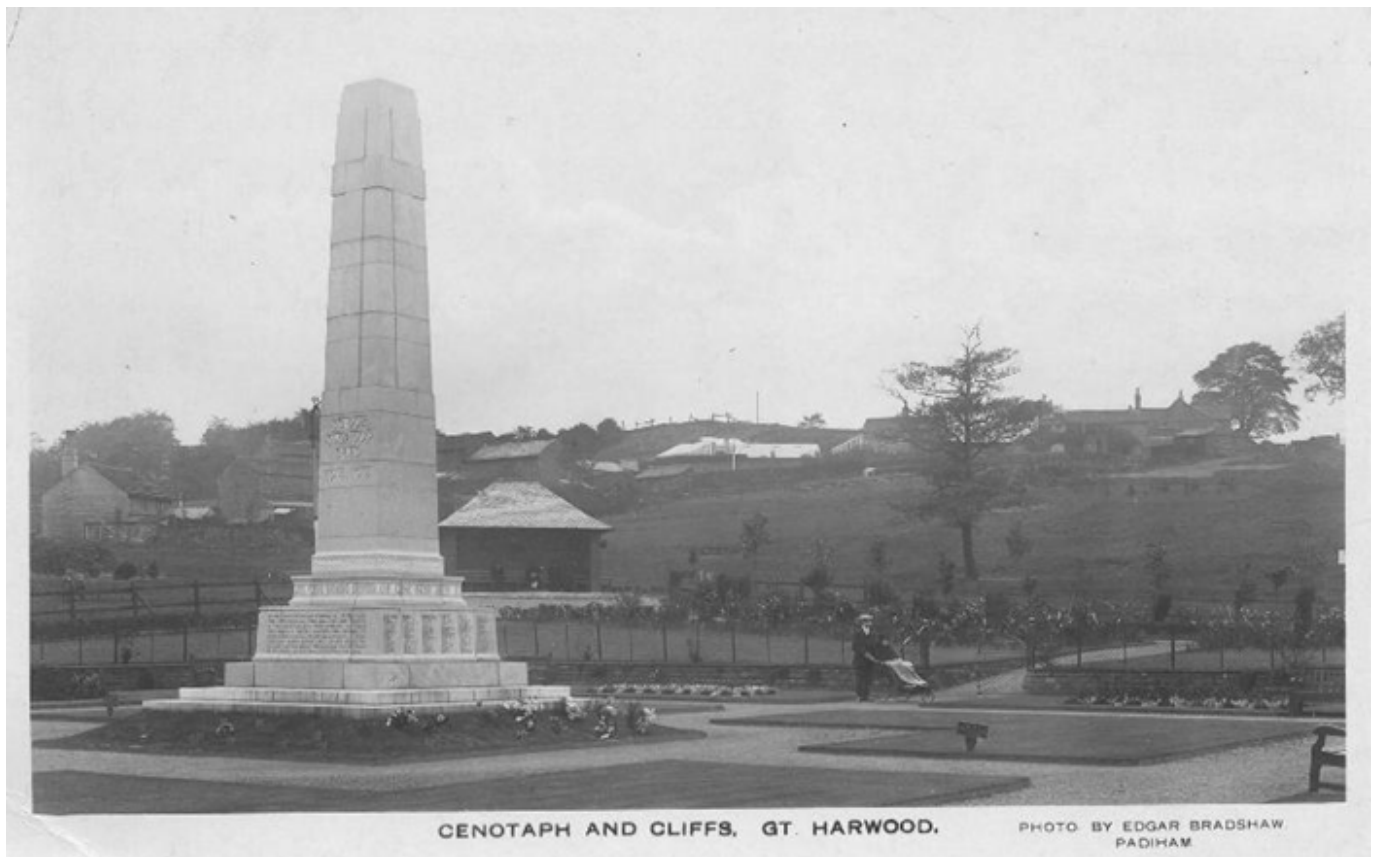




A view of the shelter in Memorial Park (now a ruin), May 1958



The lawn, 2000



War Memorial and shelter, 1927



View from the top of the park, old photo



Building new tree walls, 4th April 2024



The budgie hut after a fire, 2006



Planting the sensory garden, 2011



The War Memorial unveiling, October 1926

Appendix 5 – KS2 Timeline sections

1844 The first textile mill is built in Great Harwood by Lawrence Catterall who grew up Hindle Fold, right next to where Memorial Park is now. The mill is named Bank Mill. It run for the next 120 years.	1085 Great Harwood village is recorded in the Domesday book as a mainly woodland area with farmland.
1290 The entire land around Great Harwood is owned by 2 people. Everyone else has to rent land off them. To make money to pay rent, they use handlooms to weave fabric.	1848 A group of trees are planted in in the area near the site of Memorial Park, in a perfect circle. This is named Roundabout Plantation. (Today it is called Round Wood and is part of Memorial Park.)
1877 A railway comes to Great Harwood! The line linking Blackburn, Great Harwood, Simonstone, Padiham and Burnley is opened. This increases industry in the town as the materials for the mills, and the things they produce, can be transported and sold more easily.	1893 James Lomax, a mill owner, builds a large house to the north of the Memorial Park site, called Allsprings.
1918 At the end of World War 1 many towns decide to build a war memorial. The idea of a war memorial in Great Harwood is first suggested. However the townspeople can not decide where to put it or what it should look like so it is not built.	1920 Three local men, James Boardman, Henry Milton-Thompson and William Pickup, buy the land that is now Memorial Park from the Lomax family. They donate it to the town to create a public park.
1925 Mrs Cummings from the Ladies Committee suggests that the memorial and a garden of remembrance could be created on land donated to the town. The Ladies Committee are given control of creating a war memorial. They hold a town meeting at Mercer Hall to gather ideas from the locals.	1926 In October there is a grand ceremony to unveil the War Memorial, At the time the memorial is only in a field as the rest of the park has not been built.

Appendix 5 – KS2 Timeline sections

1939 – 45 During World War 2 the playing fields next to Memorial Park are used for growing food, mainly oats. Everyone is involved in the war effort, including soldiers and those at home.	1957 Memorial Park is built around the war memorial , with the same layout as today. It has new paths, a putting green with a shelter, an aviary, and public toilets.
2003 Friends of Memorial Park is set up to try to stop the council felling trees along the Memorial Park playing fields.	2007 The shelter by the War Memorial is burnt down by an arson attack. It is rebuilt with the help of local businesses.
2004 The first 'Proms in the Park' event is organised by Friends of Memorial Park. A brass band play in the park and people have picnics on the lawn. The event runs every year for the next 10 years.	2023 Work starts on the restoration of the park thanks to Heritage Lottery Funding.
1335 St Bartholomew's Church is built, near to where Memorial Park is now.	2009 43 volunteers from Friends of Memorial Park plant 11,000 snowdrop bulbs in a corner of the park. They create a snowdrop display what can still be seen in February today.
1927 A shelter is built near the War Memorial, where the shelter is today. It provides a space for people to visit the Memorial in the winter months.	1914 – 1918 During World War 1 many men from Great Harwood joined the army to fight in France and Belgium. 393 men from Great Harwood lost their lives in the war.

To:-

The Chairman and Members,
Great Harwood Urban District Council.

Gentlemen:

In submitting our designs we would first like to congratulate you on the acquisition of a most admirable site for your proposed public park. Its situation is almost ideal, its location among good class residential property, and adjoining the park-lands of the Allsprings Estate most happy; and its view over Sabden and Pendle Hill and then up the Valley of the Calder into Yorkshire; remarkable both for its range and the diversity of scenery presented. Indeed we have seldom seen a site which is better adapted to the purposes for which it was acquired - whether in respect to its location in relation to the town; its contours which provide splendid elevated view points; the quality of its soil and herbage, or its proximity to and outlook over beautiful pastoral and woodland country. A close study of our general plan and working drawings will shew that we have been greatly impressed with the excellence and beauty of the property seeing that we propose to maintain all existing contours excepting where the laying down of sports grounds demands absolute levels.

The introduction to the 'Report on the Designs for Laying Out a Public Park at Great Harwood, Lancashire' by T.H. Hawson & Sons, a landscape architect in Lancashire. It was written in 1920.

Extract from the Blackburn Times, 11th January. 1919.

GREAT HARWOOD WAR MEMORIAL.

Sir,

As a resident of Great Harwood, I have observed with much interest the suggestion for the erection there of a War Memorial to commemorate the bravery of the gallant lads from the town, who in the great war have laid down their lives for their country and the cause of freedom.

I am glad that the general idea seems to be the erection of a permanent memorial with that object alone, and that it is not suggested that the money should be spent on something designed for our use or enjoyment under the pretence that it is a war memorial. The latter idea always seems to me to be akin to that of the man who buys himself a new hat for his wife's birthday present.

The question of a suitable site will be the subject of a great diversity of opinion, and very few places in the town itself appear to me worthy of such a memorial. The space in front of the Mercer Memorial is rather cramped and the erection of the memorial there would distract, I think, from its dignity, and might be no improvement to the Hall itself. Would it not be better to try and acquire the summit of Bowley Hill and build it a granite or ashlar column, surmounted by a bronze statue of a soldier in full fighting kit, looking southwards towards the battlefields of France and over the town which, as part of his country, he has fought to protect? Bronze panels inserted in the sides of the base of the column should contain the name of every Great Harwood soldier, with his number and regiment, who has made the great sacrifice. The land forming the summit of the hill should not be so costly as to prevent the acquisition of a considerable open space round the memorial on which seats could be placed. The memorial would be a landmark visible from the country side for miles around, and would tempt residents to take many a walk up the hill during summer months to their great benefit from the health point of view.

My object in writing this letter is to raise a discussion and obtain opinions, other than my own, which will assist the Memorial Committee in coming to a wise decision.

If I had been a Great Harwood Soldier in the war, I should have liked to be the model for the bronze statue, but there are plenty of survivors from whom a ~~selection~~ selection could be made, and he ought to be a man of our own East Lancashire Regiment.

I hope sir, I am not trespassing too much on your courtesy, and enclose my card, but not being a person of any importance subscribe myself:-

Yours etc

ROD.

GREAT HARWOOD.

-----*****-----

A letter to the Blackburn Times, 11 January 1919, giving suggestions for the War Memorial in Great Harwood

Sir

I see by the paper that you propose erecting a memorial in Harwood - for the fallen in the Great war. I would like to ask if you have consulted the parents of these lads or the wives of these men about the matter. Have you ever thought what it means to these people who are left. Do you know that every time we shall pass this memorial it will bring the whole thing back again. Will you please consult the parents or widows of these men before this is erected. You mention sacrifice in the report. It has been a professional murdering march. Not a war. If you had been putting something up for the thinkers of Harwood I would have supported it and I can tell you that the names of my 2 lads would go on the memorial.

and I could like to ask you how many of the committee who is working this scheme has lost anyone in this murdering march. I think we have gone through this Christmas thing the war. without having a memorial everlasting under our noses. I think it a matter of a bit of cheap fame for some of you. and I for one would be more pleased if the matter was allowed to drop.

one who has suffered through the war

A letter against the War Memorial from a local who lost two sons in the war. Probably in 1918 or 1919. It reads:

"Sir,

I see by the paper that you propose erecting a war memorial in Harwood for the fallen in the Great war. I would like to ask if you have consulted the parents of these lads & the wives of these men about the matter. Have you even thought what it means to these people who are left. Do you know that every time we shall pass this memorial it will bring the whole thing back again. Will you please consult the parents and widows of these men before this is erected. You mention sacrifice in the report. It [World War One] has been a professional murdering match; not a war. If you had been putting something up for the _____ of Harwood I would have supported it and I can tell you that the names of my 2 lads won't go on the memorial. And I would like to ask you how many of the committee who are working this scheme has lost anyone in this murdering match. I think we have gone through this _____ thing the war without having a memorial everlasting under our noses. I think it a matter of a bit of cheap fame for some of you and I for one would be more pleased if the matter was allowed to drop. One who has suffered through the war"

Suggestions for a War Memorial at Memorial Park

In the 1920s

- It meant they had somewhere to grieve as all the men who died were buried in France.
- Every other town had one.
- It was a place for the community to grieve together, which was appropriate as everyone was affected by the war in some way.

In the 2020s

- It is a focal point for Remembrance Day which teaches us about our history and reminds us of the horrors of war, in the hope that we act to keep peace.
- It is a good place to find out about family history as you can trace surnames through it.
- It means that every man who fought in the war is remembered – in the 2024 restorations of the park more names were added to the memorial whose records had been found. Therefore, they can now be remembered.
- You can have a war memorial to honour people from the past and still do things to help people currently affected by war.

Suggestions against a War Memorial at Memorial Park

In the 1920s

- Some people felt that a block of stone wasn't enough to represent all the horrors and loss of the wars. It couldn't be put into words.
- People didn't know the best place to put the war memorial.
- Everyone is an individual so having one memorial for all of them makes it less personal. (It is a 'one size fits all' approach).
- Should a war memorial be on the outskirts of the town in a quiet place where people can grieve or in the town centre at the heart of the community?

In the 2020s

- Before the restorations it was falling into disrepair and was not a suitable memorial to the soldiers who died.
- It was difficult to restore as only very few people have the skills to restore the names and add names to war memorials. The person who restored the Great Harwood memorial in 2024 was one of the only people in the country with these skills.
- Having a memorial makes it seem as though wars are in the past, but there are many wars happening now that we can do something about by putting pressure on politicians and giving to charities who support war victims.

1.



Q. What has changed in this photo compared to now?

A. _____

2.



The buddie hut, after an arson attack in 2006.

Q. How many bricks are there along the top of the dividing wall in the shelter?

A: _____

3.



Q. Who is the new bench dedicated to?

A. _____

Historic photo scavenger trail

4.



Q: What season was this photo taken in? Can you guess the month?

A: Season: _____ Month: _____

5.



A view of the shelter by Round Wood (now a ruin), May 1958

Q. Go into the shelter. How many steps are there into the shelter?

A. _____

6.



Lime

Sycamore

2024

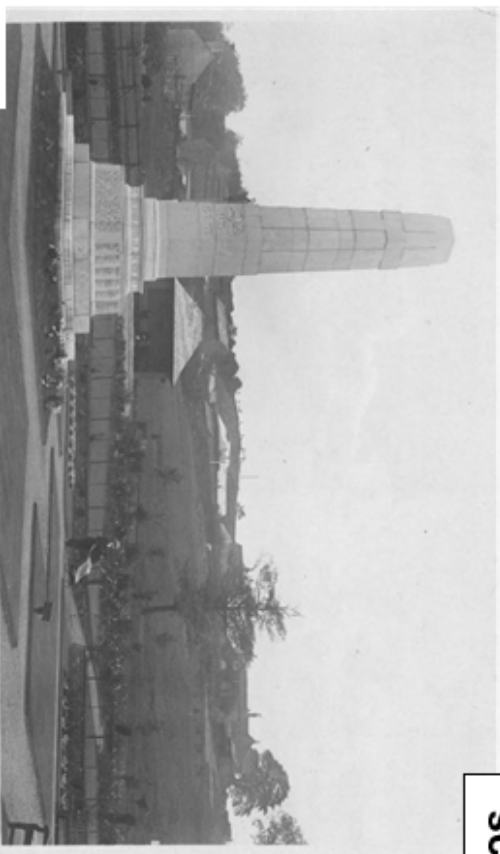
Beech

Oak

Q. What tree is this? Use the leaves on the tree and ground to find out.

A: _____

7.



1927

CENOTAPH AND GLIFFS, GT HARWOOD.

PHOTO BY EDGAR BRADSHAW
1927

Q. Draw what you see from the same point as where the photo was taken. What has changed?

A. _____

Historic photo scavenger trail

8.



The War Memorial unveiling, October 1926

Q. The lady in the photo is Mrs Omerod, who's sons were killed in the war. Find her sons on the war memorial. How many sons did she lose?

A: _____

KS2 Historical photos worksheet answers

1. The beds are in different places and have taller plants now. Perhaps different season?
2. There are 64 bricks on top of the dividing wall in the shelter.
3. Bench is dedicated to Margaret Hanson, Angela Hanson and Geoffrey Beresford Hanson.
4. The photo was taken in spring, in March as this is when daffodils flower.
5. There are 3 steps into the shelter.
6. It is a sycamore tree.
7. Trees have grown and houses have been built since the photo was taken.
8. Mrs Omerod lost 3 sons in the war.

Memorial Park Site Risk Assessment

Event Name:

Date of Event:

Numbers of participants:

Age range:

Forecast:

Meeting Place: Memorial Park, 2 Hillside Cl, Great Harwood, Blackburn BB6 7PR

Event First Aider(s):

Landowner's Permission: Permission for the site-use has been given by Hyndburn Borough Council.

Welfare Issues (E.g., toilets): No toilets or running water on site.

Overhead/Underground Services: N/A

Emergency Details:

Nearest Minor Injuries Unit:

Acorn Primary Health Care Centre - 421 Blackburn Road, Accrington, Lancashire, BB5 1RT

Nearest Major Injuries A&E:

Blackburn Royal Hospital - Haslingden Rd, Blackburn BB2 3HH

Emergency Vehicle Access Point

Designated Meeting Place: Church Lane Entrance

What3Words: ///pardon.unfair.escalated | Grid Reference: 53.791869,-2.404902

Memorial Park, 2 Hillside Close, Great Harwood, Blackburn, BB6 7PR

Nearest Defibrillator:

The Philip Maher Foundation (MEMORIAL PARK PLAYING FIELDS, BRANTFELL ROAD, GREAT HARWOOD, BLACKBURN, BB6 7PT)

In an emergency ring 999 or 112.

**For medical or police advice during a non-emergency,
ring 111 or 101 respectively.**

Memorial Park School Visit Generic Risk Assessment

Activities: Compass points game, following trails on paths and lawns, visiting war memorial

Potential Hazard What could cause harm or damage?	Who/what will be affected?	Risk from Hazard How it will cause harm or damage	Likelihood rating How likely the hazard is to occur	Severity rating How much damage the hazard could do	Risk rating (likelihood x severity)	Risk Rating level (low, moderate, substantial, high)	Control measures
Uneven ground, slippery mud, wet grass	All	Slips, trips and falls – injury, twisted ankles	3	2	6	Low	Warn group to be careful of wet and uneven ground conditions on arrival at the park. If too wet to enter Round Wood, stick to the tarmacked paths. Sturdy footwear with good grip to be worn by all. Consider an alternative route if the conditions change. Children to be supervised at all times. First aider to accompany group.
Students becoming lost or separated from the group	Students	Safeguarding Distress to students	3	1	3	Low	Students split into groups, with one adult per group. Headcounts to be done frequently. Clear boundaries defined and communicated on arrival at the site. High vis worn if deemed necessary. The parkland area is open so students can be easily supervised from a distance. While walking as a large group, have an adult at the front and back of the group.
Exposure to weather conditions	All	Hypothermia, heat stroke, illness	3	2	6	Low	Check weather forecast before the event remind students on what to bring. Check for appropriate clothing on the day. Staff know signs of exposure and how to avoid and treat it. Cancel or postpone activity if weather makes conditions unsuitable for the activity. Be prepared to cut the session short if conditions change. Do not go into the park if wind is forecast to be above 30pmh as the trees may pose a risk. First aider to accompany group. First aid kit with foil blanket available.
Animal faeces	All	Illness, Worms, Toxocara canis	1	3	3	Low	Hand sanitiser available for use after bug hunting and other activities with soil contact.

							Participants warned the animal faeces may be present, and not to touch it.
Hostile confrontation from the public	All	Distress to participants Safeguarding concern	2	3	6	Low	Any verbal/physical attack from passerby or volunteer to be ignored/managed by the event leader by calling the police or calling off the event if the situation becomes dangerous.
Hazardous Flora e.g. Nettles	All	Stings, Injury, Illness, Allergies, Anaphylactic shock	1	2	2	Low	Students made aware of hazardous vegetation on site, including bramble and nettle. Any larger pricks to be cleaned and covered, especially if from blackthorn.
Hazardous Fauna (dogs, wasps, etc.)	All	Stings, Injury, Illness, Allergies, Anaphylactic shock	2	3	6	Low	Dogs not to be approached. Students briefed on this at the start of the session. Area is frequently used by the public so any wasp nests, etc. will be dealt with by the council.
Toileting facilities	All	Toilet accidents	2	1	2	Low	No toilets on site. Students advised to go before leaving. Younger students may need to return to the school for a toilet break in the middle of the visit.
Litter	Students	Cuts, tetanus	2	2	4	Low	Students advised not to pick up any litter as part of their nature art. They should tell an adult if they find any broken glass or other sharp objects. Bug hunting area swept for litter before group use it, to remove the larger pieces.

Likelihood

How likely is the accident to happen?

1 = Improbable

Severity

How much damage the accident could do

1 = Trivial Injury(ies)

Risk Rating

1 - 9 = Low

2 = Possible

3 = Vocational

4 = Frequent

5 = Regular

6 = Common

2 = Minor Injury(ies)

3 = Major Injury(ies)

4 = Major injury to several people

5 = Death to one person

6 = Multiple Deaths

10-18 = Moderate

19-27 = Substantial

28-36 = High