

**Cambridge and the Cam LPS Development Workshop – 1 December 2014**  
**Output from Plenary Sessions**

**Group 1 – Cambridge City and its Riverscape incl the Navigation**

**1. Landscape character**

*How strongly does the project link with the landscape area for the project?*

**Views**

- Due to development, we are losing the views of the City from the Gogs, and towards Cambridge
- Can we, and if so how, do we cherish the views within Cambridge
  - ***Cherish the Cambridge Views***

**Tourism**

- Links to
  - walks out of the City
  - boating upstream
  - Icknield Way
- Access
  - Cycle routes out to areas of landscape
- Upstream – key focus from the City Centre to the reaches to Byron’s Pool – best landscape area, proximate to the City, links to the Hobson’s Conduit

Downstream of the City, so different from upstream sites and the location.

Maybe best focus is upstream, compelling to look more at Wandlebury and Gogs (something for CPPF to look at as it is not river focused)

**2. Project boundary**

*Stretch of river and a thread of open spaces associated with it?*

U/s of Jesus Green is more compelling for the waterscape.

D/S of the City needs a waterspace study to address some intractable issues such as moorings, community voices and issues being raised, pollution and use of the river. But isn’t of landscape character for the HLF bid

**3. Needs of the community**

*Which community groups are you / need to engage with?*

Views that the areas of Abbey, Chesterton, Arbury and Kings Hedges are disconnected from the river, but also the City

There are various friends groups, but there needs to be an effort initially to link in with these groups. There are concerns around security and antisocial behaviour

- Friends of Stourbridge Common
- Ward leaders in Abbey, Arbury and Kings Hedges
- Schools are the hub of the community, to draw in the community through the school links
  - New Chesterton Friends

- Traveller community

How will you ensure their views are shaping and informing the project?

Through education

- develop links with local schools, perhaps a pilot a school or schools of primary/junior and secondary to engage with the rivers and landscape
  - Primary school have more breadth to engage with at an early age
  - Potential to apply for a specific HLF grant called 'Young Routes'.
- And, link these communities to the City via community groups

#### 4. Clear commitments

*How will the long-term benefits being sustained and maintained beyond the life of the project? And who will lead on this?*

#### 5. Asset and land ownership

*Who will own any assets, how might this be addressed?*

No assets relevant were discussed – see meadows notes

#### 6. Conservation of the surrounding landscape

*What activities will take place around the river / watercourse?*

There are potential benefits for biodiversity and conservation of buildings in the former port area

#### 7. Breadth of heritage

*What heritage outcomes - environment, built, archaeological can be delivered in this project?*

Limited at this stage. Needs more work with the community and local history groups, beyond the waterspace study

#### 8. Volunteers, skills, training

*How will volunteers be engaged? What will they do? Do you have groups already in place?*

Local history groups, community groups.

#### 9. Who else do you need to work with?

Not clear who owns what frontage, but in principle:

University of Cambridge, to access the areas adjacent to the so called 'upper river'

Diocese of Ely

Faculty of education

- Can they help with curriculum links as a dissertation projects in final year students

Cambridge Water

Water supply and biodiversity

- Time lag of rain to the emergence of water from the tap

- Conservation of water

#### Anglian Water

- Town centre issues around sewer management to prevent blockages and pollution

#### Community groups

- Needs its own project to draw together community groups
- Parish councils, Women's Institute
- Royal Society of Arts – looking for projects in areas or communities with deprivation

#### City Council

### **10. What are the key legacies?**

#### Heritage centre –

- There is nowhere to understand the Cambridge which ties back into *view*.
- Will help to understand how Cambridge has developed through the ages, on and using the river. Right up to the construction of the science parks. These recent additions are a consequence of the earliest settlements - knowledge = prosperity

Community viewpoints - then shape how they relate to and engage with the river

## Group 2 - Hobson's Conduit

### 1. Landscape character – chalk hinterland and City

*How strongly does the project link with the landscape area for the project?*

The story, the narrative

- More emphasis on Cambridge, a unique heart
- Chalk, clay, Fen landscapes and heritage and growth
- Degradation of water – water use pressures
- Comes from the chalk to the clay
- Expansion – growth needs water for pleasure
- Riverscape – cultural, natural
  - i. Lost rivers - Lost and found

### 2. Project boundary

*Stretch of river and a thread of open spaces associated with it?*

- The shape – is a hand a possible logo i.e. 'giving Cambridge a hand, ?
- Follow the rivers more closely, more finger-like
- Follow the 15-30 m contour

Activities:

- desilt the channel where necessary, esp. at the lower end, and naturalise in places esp. around Trumpington
- Heritage – but what
  - Monument restoration?
  
- Underground sections – proactive works
- Surface water drainage from Addenbrookes
- Dealing with leaks in the clay banks
  
- Contribution from growth – yes for those who discharge into it or use it
- Opportunity for the 'Hobson's Choice' story to be told

### 3. Needs of the community

*Which community groups are you / need to engage with?*

*How will you ensure their views are shaping and informing the project?*

Will need community meetings from Trumpington RA, and related riparian owners, incl City Council

### 4. Clear commitments

*How will the long-term benefits being sustained and maintained beyond the life of the project? And who will lead on this?*

- HCT are the owners and operators of the scheme
- Match funding potential
  - Drainage rare

- Story
  - Heritage
  - Water supply
  - Industrialisation
  - Its creation supported growth

**5. Asset and land ownership**

*Who will own any assets, how might this be addressed?*

HCT are owners of the Conduit. The riparian strip needs to be clarified but assets likely to be all HCT or public ownership

**6. Breadth of heritage**

*What heritage outcomes - environment, built, archaeological can be delivered in this project?*

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**7. Volunteers, skills, training**

*How will volunteers be engaged? What will they do? Do you have groups already in place?*

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**8. Who else do you need to work with?**

Developers  
 Schools  
 New communities  
 University, and Colleges associated with the Conduit  
 Residents association  
 Riparian landowners  
 Owners of green spaces, Astra Zeneca  
 Statutory bodies  
 River user groups

Specifically, Hobson's Conduit  
 Cambridge City Council  
 Cambridge Water  
 Riparian owners  
 Developers  
 Addenbrookes hospital  
 Private owners  
 Glebe Fen  
 Community groups  
 Botanic garden

## 9. What are the key legacies?

Greater local ownership

Improved quality of the area and riparian strip

Conservation of asset and biodiversity

- Not lost, have secured its future
- Protect and enhance the corridor strategy
  - i. Strategic plan – to be twin tracked with any projects
- Demand for water mitigated
- Living story of the river – cultural, heritage and nature
- Stories of the past –
  - i. the legacy can be easily found out about and
  - ii. now – new technology and securing the future
- richer natural heritage

**Group 2 – River Cam corridor - meadows from Byron’s Pool to the City Centre (suggested to be Bishops Mill)**

**1. Landscape character – chalk hinterland and City**

*How strongly does the project link with the landscape area for the project?*

The story, the narrative

- More emphasis on Cambridge, a unique heart
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- Riverscape – cultural, natural
  - Lost rivers - Lost and found

**2. Project boundary**

*Stretch of river and a thread of open spaces associated with it?*

- The shape – is a hand a possible logo
  - ‘Giving Cambridge a hand’?
- Follow the rivers more closely, more finger-like
- Follow the 15-30 m contour

Specifically, Trumpington, Sheeps Green, Coe Fen, Grantchester – Jesus Green, Midsummer , Stourbridge, Ditton Meadows, Coldhams Common)

Impoverished environment, run down. – Opportunity restore the natural history

- Protecting the green and visible areas of Cambridge

**3. Clear commitments**

*How will the long-term benefits being sustained and maintained beyond the life of the project?  
And who will lead on this?*

Not stated, but Wildlife Trust and City Council

**4. Asset and land ownership**

*Who will own any assets, how might this be addressed?*

Public ownership in the main, City Council

**5. Conservation of the surrounding landscape**

What activities will take place around the river / watercourse?

- access
  - footpath exists
  - need to where to improve
  - where access for punting and canoe
- Darwin – University using the site
- Cattle drinkers

- Caused damage to the watercourses.

## 6. Breadth of heritage

*What heritage outcomes - environment, built, archaeological can be delivered in this project?*

Iconic?

- cattle in front of Kings College
- wildflower – reintroduce
- historic grazing systems
  - animals living in the city centre – the ‘City Farm’
- sustainable
  - teaching people about where food comes from
  - iconic view
    - COWS and KINGS
  - Flood meadows
- increase interpretation and understanding of the riverscape for residents and visitors

## 7. Volunteers, skills, training

*How will volunteers be engaged? What will they do? Do you have groups already in place?*

Increase volunteer involvements in management

## 8. Who else do you need to work with?

In general:

- Developers
- Schools
- New communities
- University, and Colleges associated with the Conduit
- Residents association
- Riparian landowners
- Owners of green spaces,
- Astra Zeneca
- Statutory bodies
- River user groups

Specifically:

- Riparian owners
- Cambridge City Council
- TFC
- Kings
- PPF
- Friends Groups
- River users groups
- Men’s Swimming club
- Punting operators, e.g. Scudamores
- Environment Agency

- English Heritage
- Residents associations
- Colleges and Cambridge University

#### **9. What are the key legacies?**

- Greater local ownership
- Greater awareness and signposting to the local tourism economy
- Improved quality of the area and riparian strip
- Conservation of asset and biodiversity
- Not lost, have secured its future
  
- Protect and enhance the corridor strategy
  - Strategic plan – to be twin tracked with any projects
  
- Living story of the river – cultural, heritage and nature
- Stories of the past –
  - the legacy can be easily found out about and
  - now – new technology and securing the future
- richer natural heritage

### Group 3 - The Tributaries – Bourn, Bin, Rhee and Cherry Hinton Brook

#### 1. Landscape character – chalk hinterland and City

*How strongly does the project link with the landscape area for the project?*

Story of the Cam

- How people are helping to manage the river
- How people's connection to the river has changed over time and how it will continue
- River links the people to each other and the city
- From Mills to Science Park

#### 2. Project boundary

*Stretch of river and a thread of open spaces associated with it?*

- Follow more of the closer boundary around the brooks and their corridor
- Cant separate out the clay and the chalk landscape
  - Byron and Burbott' – swam in the river
- Perhaps focus on Byron's Pool as meeting place for the 3 rivers Cam, Granta and Rhee, then becoming the single Cam

Specifics for the brooks:

Rhee, Mel, etc

- Highest quality water
- Highest quality biodiversity
- Flat worms, native crayfish – a key objective to protect and enhance
- Last place to have Burbot
- Harston Mill Byron's Pool, Foxton, Barrington Road bridges
- Hoffer Brook
  - Restoration
  -
- Waddon Brook
  - takes water from Royston STW
  - Does not have public access, but has spots
  - More access below A1198

Bourn Brook

- Consider extending to headwaters as
  - Very flashy run off
  - Golf courses
  - Side streams run off
- Bin Brook
  - Very flashy also, needs some

- Coton site, may be potential for works supported by CPPF – **AWAITING CONFIRMATION**

### **3. Needs of the community**

*Which community groups are you / need to engage with?*

- Shep and Mel
  - Work already being undertaken, with support from local groups – Mel Restoration Group
- Active village at Wimpole
- Cherry Hinton Brook
  - Has an active Friends Group
  - Has had some resource from Natural England
  - Worried about the local urban country park – and the role of local developers, Anderson Group
  - Friends of Coldhams Common has concerns over the

### **4. Clear commitments**

*How will the long-term benefits being sustained and maintained beyond the life of the project? And who will lead on this?*

South Cambs DC and Wildlife Trust have proposed the most projects.

Role of CPPF site at Coton unclear

### **5. Asset and land ownership**

*Who will own any assets, how might this be addressed?*

Riparian owners, mill owners will need to be engaged

### **6. Conservation of the surrounding landscape**

*What activities will take place around the river / watercourse?*

See specific project notes and maps from SCDC produced before the event

### **7. Breadth of heritage**

*What heritage outcomes - environment, built, archaeological can be delivered in this project?*

- Might include mills but a lot of the outcomes are improvements in the watercourses
- Cherry Hinton Brook will include the historic chalk pits if that area can be progressed

## **8. Volunteers, skills, training**

*How will volunteers be engaged? What will they do? Do you have groups already in place?*

Opportunity for community volunteering for Himalayan balsam management

- health benefits
- Duke of Edinburgh

## **9. Legacy**

- coordinating communities
  - empowerment, skills
  - tools
  - enable practical projects to be developed
  - links to education
  - interpretation
  
- outcomes to issues
  - improvements on the ground
  - need to define issues for people to understand
  - increasing the resilience of the river environment to growth
  - looks back to the Green Infrastructure Strategy, and link back to local plan(s)
  - better access, and awareness of the local needs and opportunities

## Group 4 - Education, Training and Heritage themes

### Heritage

#### Key points from discussions:

People from Cambridge and surrounding area to understand the heritage, and not just to focus on tourism

Schools in Cambridge may never have walked the river, to get them to engage

To understand the heritage, fieldwork

- e.g. small scale community test digging and archaeology
- identifying the heritage asset

Conserving the heritage

- Repairing earthworks – built environment and for biodiversity, to increase their protection

Interpretation

- Enjoyment
- Physical access, e.g. footpaths
- Creative outputs – intangible heritage
  - o E.g. photography,

Cambridge heritage – can we use the university expertise?

Can we get people to care for the river, their enjoyment of the river and therefore get engaged? Draw people in –

- education, arts activities
- boats
- Barrington chalk and the coprolite pits

Key here – it is their heritage, need to give people a sense of ownership

Local communities –

- strong interest/strong heritage – at the local level so need to link up communities and their stories
- to give people and communities the tools to learn about their heritage

Heritage of North Cambridge...could this story be included?

Perceptions

- Cambridge is a pretty and manicured, but we need to get away from the idea that Cambridgeshire has pretty manicured villages, although much is lost – 50 years ago, villages were more self sufficient
- Some were based around specific industries
- Some were dying off and have been revived in recent worlds

### Big Magnet of Cambridge

- If we include the city of Cambridge, its too much – may suck everything in
- Focus on interesting villages to the South instead to avoid tensions with the City
- See City as a place where water goes through it
- We didn't want to reiterate the story of Cambridge, but to find and tell the stories of Cambridge that are as yet untold, and use that to engage with the local communities there

Discussion about inclusion of Cambridge – would be good to engage with Colleges but no agreement. Need to ensure people from Cambridge don't feel excluded. They are important stakeholders and the target for some of what we wish to achieve.

### South of Cambridge

- Journals of walks to the south along the river – Plumpton's walk
- Opportunities for people to recreate those journals and do their own
- Access south is more challenging, more straightforward top the north –
  - o Can we ensure access to the river?

### Education

The aim is to get children close to the river environment

- to help them understand the wider environment, learn about their local river area, then
- to learn about the wider landscape

Use the outdoor classroom, education plans, curriculum links and school plans – help to make it easy for schools to become involved.

### Curriculum –

- history - in the new curriculum, Cambridge can act as an example of an early settlement, an opportunity to tap into the pre history of the city
- what opportunities are there for venues for schools to do this –
  - o e.g. the Graduate Centre?
  - o Wandlebury site
  - o (Fowlmere?)

Or

See it as a general approach of outdoor learning be encourages – does need facilities for children etc. E.g. Brecks LP – taking landscape closer to the schools / E.g. Stour valley – education through village halls

Key:

If you bring education to the schools, it is lower costs and time, but very important that children see some outdoor class work

Education of People ...

Aim would be for people to understand more about the river and their environment, incl flooding

How –

- Craft skills, woodland management, good opportunities to engage people and families and not just children

- New people moving in are not necessarily interested in their area, but interested in learning, e.g. U3A
- Could do this through a virtual classroom – easy access to the information about the river

What is the demographic?

- o Older people retiring to the country
  - They have time and knowledge and can pass this on to children and through schools, - but may need skills training such as IT
- o Use local societies – such as history groups – to pass the info onto others
- o Creative skills – photography, film making poetry
- o Old traditional skills such as basketry – could be revived
- o Artist in residence to travel across the area
- o Mosaics/mural making
- o Tapestries
- o Art organisations have many innovative ways of engaging with communities

Water mills – value? Lots of stories on...

- Village life
- Agriculture,
- Navigation,
- transport links
- modern use of mills
- water heritage

engaging with people – how?

- Engage different audiences with different tools:
  - o Blogs, films, leaflets to inspire and engage people
- what make this landscape area unique?
- Local history groups and residents associations are very active

Past environment -heritage and archaeology

- Helps to understand change over time
  - o E.g. paleontological and environmental evidence, archaeological sites and projects
  - o 'connecting past with present'
  - o Mills and water management
  - o Pressures in fish stocks, removal of water heritage
- How many people have seen the villages from their rivers?
  - o Powerful – filming, boat trips, kayaking etc
- Cambridge might be self contained on sustainability issues such as access and transport and water supply, but villages are now so well provided for.

Legacy: to get people to understand the importance of heritage to become the eyes and ears of the environment, local pride

## Legacy

### Outcomes for heritage

- Archaeology:
  - Difficult to improve or interpret what's underground
  - Understanding is therefore key
    - Knowledge of sites
    - Interpretation / signboards
    - Surveys/geophysics
    - Reading the landscape
    - Conservation / re-use of built envt

### Outcomes for people

- River
  - Understanding the role it plays in peoples lives
    - Physical, spiritual, intellectual access and learning
    - Make use of what's already there – bring it together
      - E.g. tourism, exhibitions, e.g. in churches, cf communities heritage
  - 2 levels of information
    - Local for those who cant move around
    - Series of interpretation/leaflets and linking sites across landscape
- Riverside access – well being / cycling along the river, improve the opportunities to do that physical area
- Circular walks
- Information provision – where to park, where to walk, cycle, hire a boat etc
- Tourism promotion on landscape scale
  - for locals
  - for tourists
- community developing identity with their environment
  - education
  - skills
  - confidence building and creating greater links between communities, better informed of each others communities leading to stronger communities
- important for outcome for the area as a whole as new comers need to be fed information about what's there and how ton access it, and why chose that area, such as historic walks
- create modern digital platforms for communities and to let others know how they relate to their environment

### legacy – ongoing

- ongoing management of project outputs beyond funding, through volunteers
- access – much of the river corridor is in private ownership, so need agreement to broaden access to the river

### legacy – long term

- knowledge for people/communities

- involve business – can help with legacy get local business involved with projects, leading to ownership and community links
- different levels of legacy 5 – 10 – 15 +
  - o using websites and internet media
- education
  - o links for the local river and heritage to be wired into the local delivery of the curriculum
  - o need appropriate skills and knowledge to also come into the schools
- a longer term set up for legacy – a new organisation across organisations but centred on a geographical area
- research – questionnaire to parish councils/user groups to find out what they want from the river
- use village and neighbourhood plans.

### **HLF bid: Communities, education and heritage – next steps**

#### **Communities**

The primary task will be to set up a structure to bring community and friends groups together to:

- share experiences, expertise and skills so as to generate new activities
- research, document and photograph the story of their locality
- undertake volunteer work to improve their natural or historical environment
- tap the skills of elderly people (and, as a by-product, help them avoid loneliness)

#### Immediate tasks

- obtain contact details of community and friends groups, and parish councils, from ACRE, South Cambs, Mike Petty
- seek advice from Cambridge Conservation Volunteers, village colleges

#### **Education**

The primary task will be to increase awareness among school pupils of the river system and its heritage, by providing

- curricular material for history, geography and environmental education
- visits to the river and heritage sites
- teaching practical conservation skills
- participation in volunteer work

A by-product will be to gain greater engagement also with pupils' families.

#### Immediate tasks

- discuss further with the County Council
- engage with a small number of primary and secondary schools to understand their needs and capacity for cooperation
- ask University Education Dept whether it is interested in participating
- consult City Council about its involvement, e.g. barge on Jesus Green

#### **Heritage**

The primary task is to document the history of the river system and its influence on the growth of

the City and the villages. The outputs will be

- signage, story boards, mapping, apps and trails
- better information about access, parking, toilets, coffee shops
- providing interest and a sense of ownership for local residents (with a by-product of helping businesses attract and retain highly-qualified staff against global competition)
- exposing the millions of visitors to Cambridge to awareness of the river and its heritage and inducing them to stay longer in the area

Immediate tasks

Further discussion with Tamsin Wimhurst, Quinton Carroll, Alison Dickens, Mike Petty, Emma Thornton