






How life changed in Victorian times

Key to interactive features

Press Teacher's Resources box right to go straight to Contents page.

Click on any item in the Contents to go to that page.

You will also find yellow arrows throughout that allow you to:

-  go to worksheet
-  go back to previous page
-  go forward to next page
-  go back to contents
-  go back to information for that topic

Teacher's Resources

Multimedia resources can be found
at the 'Learning Centre':

www.CurriculumVisions.com

Peter Riley and Dr Brian Knapp

Curriculum Visions

A CVP Teacher's Resources
Interactive PDF

Copyright © Atlantic Europe Publishing 2011
First published in 2005

The rights of Peter Riley and Brian Knapp to be identified as the authors of this work have been asserted by them in accordance with the Copyright, Designs and Patents Act 1988.

Curriculum Visions' publications are protected by international copyright. The copyright of all materials in this publication remains the property of the publisher. All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without prior permission of the copyright holder.

Atlantic Europe Publishing does permit the purchasing school to make as many photocopies as they require of the worksheets throughout this publication for educational use, providing that these copies are made and used within the confines of that purchasing school only.

ISBN 978 1 86214 674 7

Authors

Peter Riley, BSc, C Biol, MI Biol, PGCE
Brian Knapp, BSc, PhD

Art Director

Duncan McCrae, BSc

Senior Designer

Adele Humphries, BA, PGCE

Editor

Gillian Gatehouse

Illustrations

David Woodroffe

Designed and produced by

Atlantic Europe Publishing

Acknowledgements

Atlantic Europe Publishing would like to thank the following:

The teachers and pupils of Fordcombe Church of England Primary School, Fordcombe, Kent, and the Kent and Sussex Courier for the photographs on pages 17 (centre), 18, 19 and 20; and the Whitbread Hop Farm, Paddock Wood, Kent, for their Victorian Schools Week photograph on page 17 (bottom).

Contents

Includes ideas for planning your own Victorian day on pages 17–21.

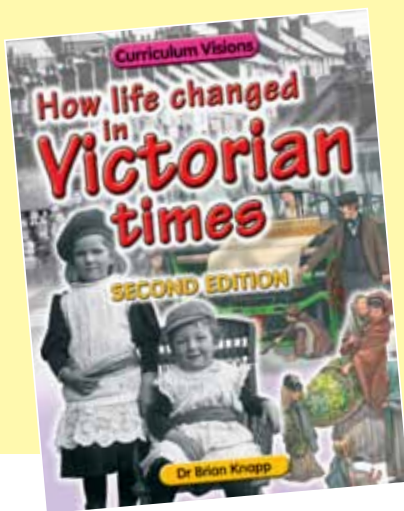
▶ Section 1: ‘How life changed in Victorian times’ resources	
The resources	4
Matching the curriculum	6
▶ Section 2: Make a Victorian town	8–15
▶ Section 3: Background and photocopiable worksheets	
Introduction	16
Variety and selection	16
Linking background and worksheet to the student book	16
A closer look at the worksheets	16–17
Organising a Victorian day	17–21
Chapter 1: Introduction	
❶ Who were the Victorians?	22–33
❷ 1837 – Early Victorian times	34–39
Chapter 2: What was life like for Victorian children?	
❸ Children at work	40–49
❹ Children at work (continued)	41
❺ How conditions improved	50–59
❻ How conditions improved (continued)	51
❼ Why did children become healthier?	60–65
❽ Class	66–75
❾ Class (continued)	68
❿ Games, toys and pastimes	76–83
⓫ Games, toys and pastimes (continued)	77
⓬ Going to school	84–89
Chapter 3: How did life change in Victorian times?	
⓭ The railway arrives!	90–95
⓮ The railway arrives! (continued)	92
⓯ Victorians invent the seaside	96–101
⓰ What home was like	102–111
⓱ What home was like (continued)	104
⓲ Victorians go shopping	112–115
⓳ 1891 – Late Victorian times	116–119
⓴ What the Victorians left for us	120–125
⓵ In Martha Ann Catlow’s life	126–128

Section 1: Resources

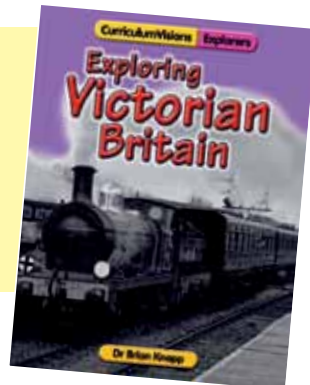
Welcome to the Teacher's Resources for 'How life changed in Victorian times' Second Edition.

How life changed in Victorian times resources we provide are in a number of media:

1 The 48 page Curriculum Visions 'How life changed in Victorian times' Second Edition.



2 The 32 page Explorers title, 'Exploring Victorian Britain'.



3 The Victorian times PosterCard Portfolio – key photographs and illustrations on two folded, double-sided and laminated sheets.



4 You can buy the supersaver pack that contains 1 copy of each book, the PosterCard Portfolio, and the Teacher's resources (what you are reading).





5

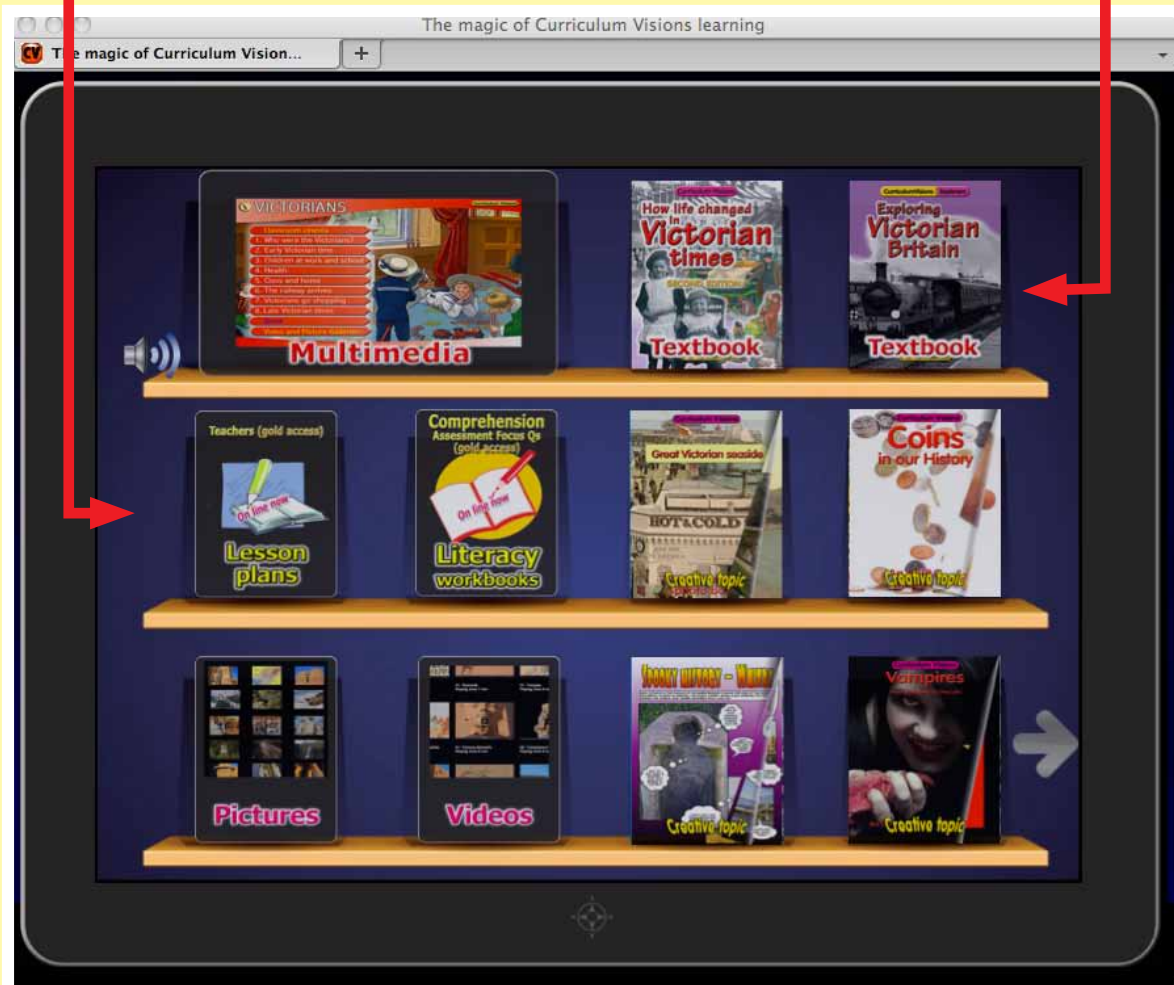
Our Learning Centre at www.curriculumvisions.com has almost everything you need to teach your primary curriculum in one convenient Virtual Learning Environment.

You can use support videos, e-books, picture and video galleries, plus additional Creative Topic books, graphic books called Storyboards, and workbooks. Together they cover all major curriculum areas.

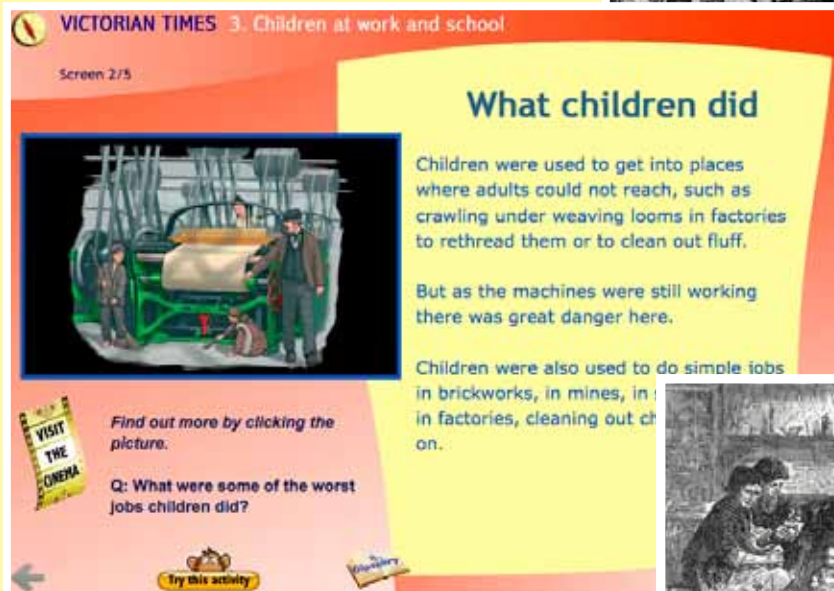
All topics are easily accessible, and there is a built-in context search across all media.



You can also use our printed student books online as part of your subscription to the Learning Centre. There page-turning versions of every printed Curriculum Visions book for use on your whiteboard.



▼ The ancient Egyptians home screen



▲ 'Classroom cinema' video

▲ Web site page



► Web site caption

Please note: screens are subject to change from those shown here.



Matching the curriculum

These resources of books, PosterCard Portfolio and web site aim to ensure that students:

- Find out about people and important events and developments in Victorian times.
- Make links across different periods of history.
- Learn about different aspects of local, British and world history.
- Have the chance to discuss why things happened or changed, and the results.
- Can carry out historical enquiries using a variety of sources of information, and look at how and why the past is interpreted in different ways.
- Can use their understanding of chronology and historical terms when talking or writing about the past.
- Learn about the experiences of people in the past, and why they acted as they did.
- Develop respect for, and tolerance of other people and cultures.
- See how people in the past have changed the society in which they lived.
- Develop respect for evidence, and the ability to be critical of the evidence.
- Develop an understanding of right and wrong and the ability to handle moral dilemmas.
- Understand, and adjust for some popular myths and stereotypes.

Furthermore, because history provides so many opportunities for improving communication skills, the resources aim to provide a body of material that can be used to reinforce English studies and which could, for example, be used in a literacy hour.

Last, and by no means least, these history resources can be linked to many other subjects, particularly settlement (geography) through the *Curriculum Visions Settlement Pack*, and through the use of science where appropriate.

Curriculum Visions products are renowned as a successful way to help teachers to get children of all abilities, ages and ethnic backgrounds to develop confidence in themselves, and to make the most of their abilities through the wide range of materials, the different levels of reading skills represented on each page, and through the wide range of tasks in the photocopiable worksheets.

It should be noted that this material has been designed to be accessible by those teaching 'Victorians' in years 3/4 or 5/6 (SP4/5 or 6/7). This can be done with the help of the teacher by selective use of the worksheet material and by using the information in the student book to go into the appropriate level of depth.

Linked resources



Section 2: Make a Victorian town

Make a Victorian town using these templates. Students can colour them and place them side by side to make a high street and rows of terraced houses or elegant rows of villas.

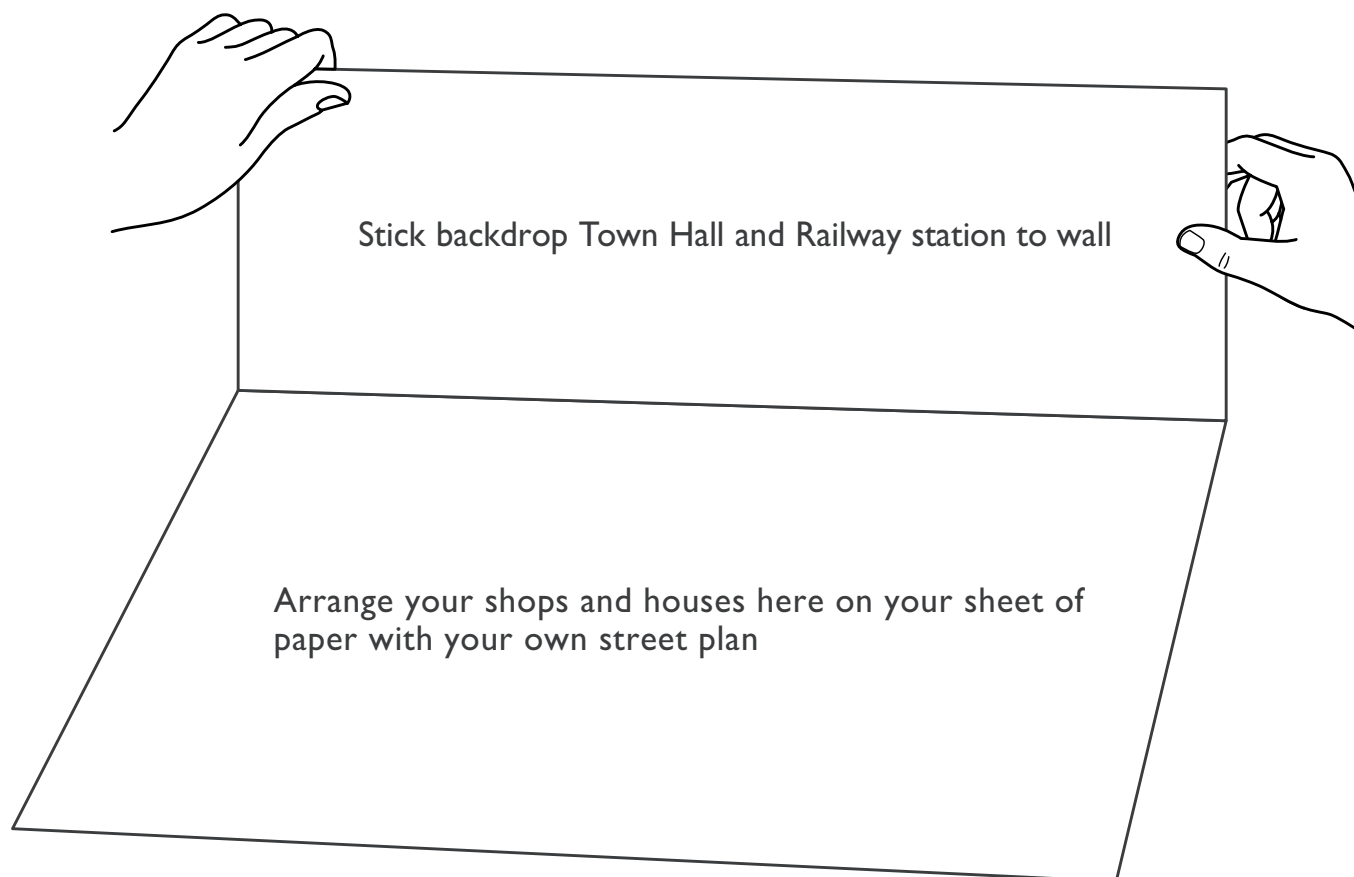
Here is a chance to make a model Victorian town containing as many buildings as you want.

Photocopy the templates and ask students each to make at least one, colouring them in with bricks and roof tiles appropriate to your locality. Here is also an opportunity for some investigative fieldwork locally or using photographs. Ask students to find out what the backs of these buildings looked like then get them to sketch them in and colour as appropriate.

Once you have some buildings made, lay a large sheet of paper down and, after discussion with students about grid iron road systems used in Victorian times for the lower-class terraced houses, mark on a road plan. Then add more buildings to suit.

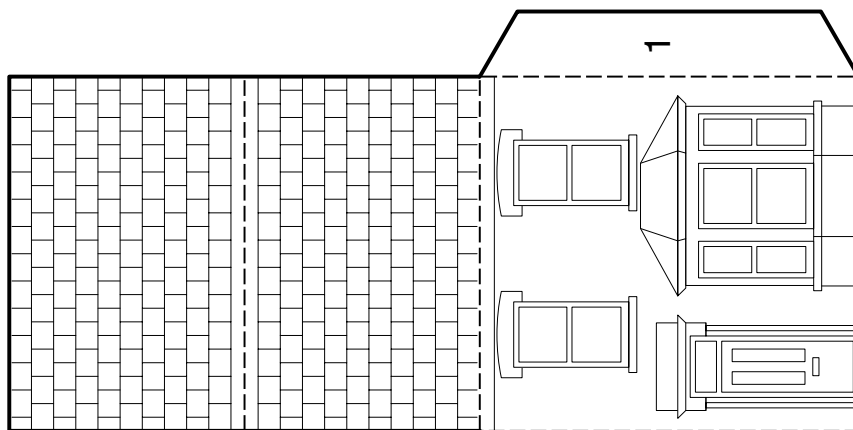
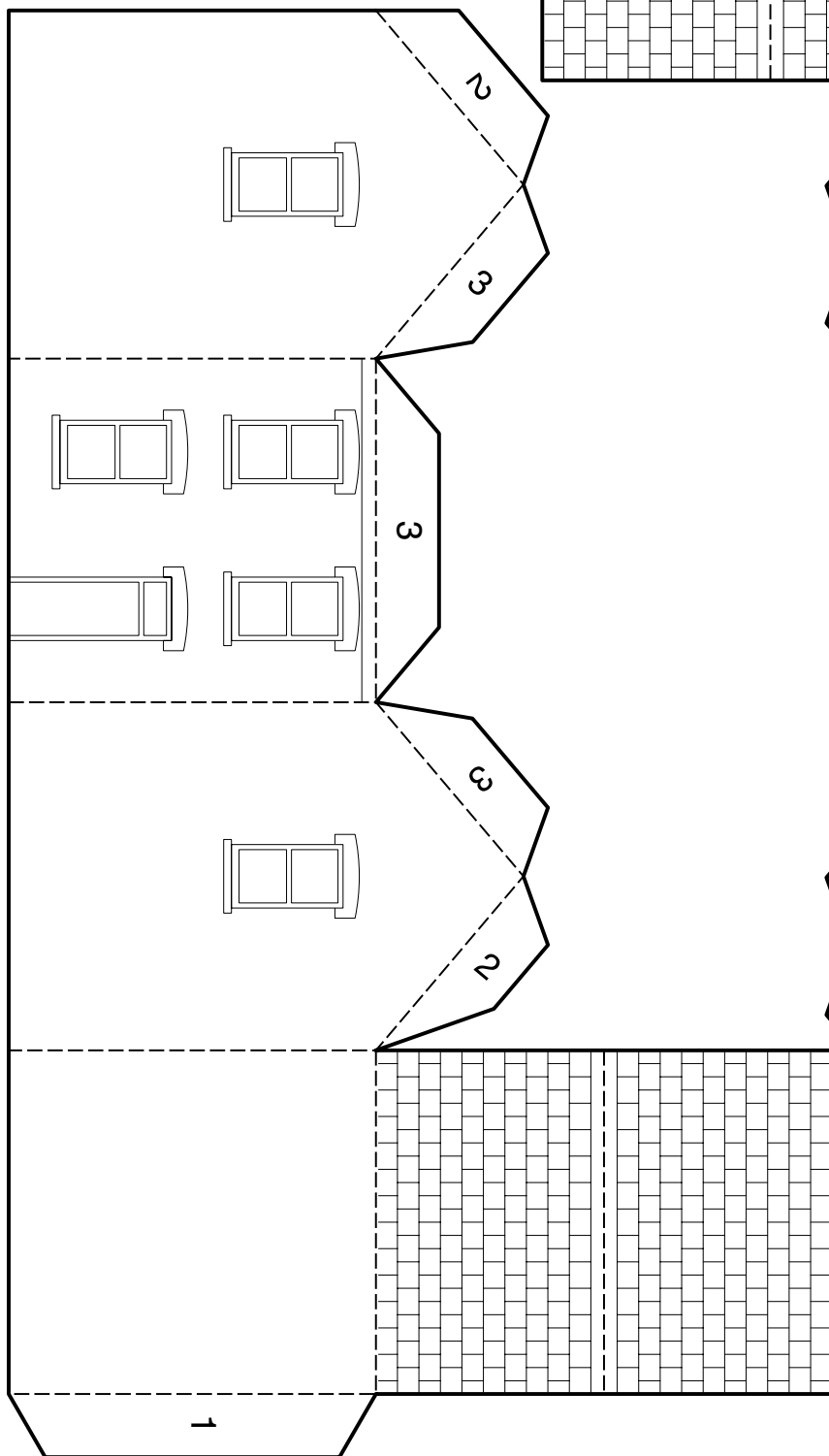
You may be able to use your own local plan, or devise one.

The Town Hall and Railway station are supplied as flat fronts only, so they can be stuck to a backdrop as shown below.



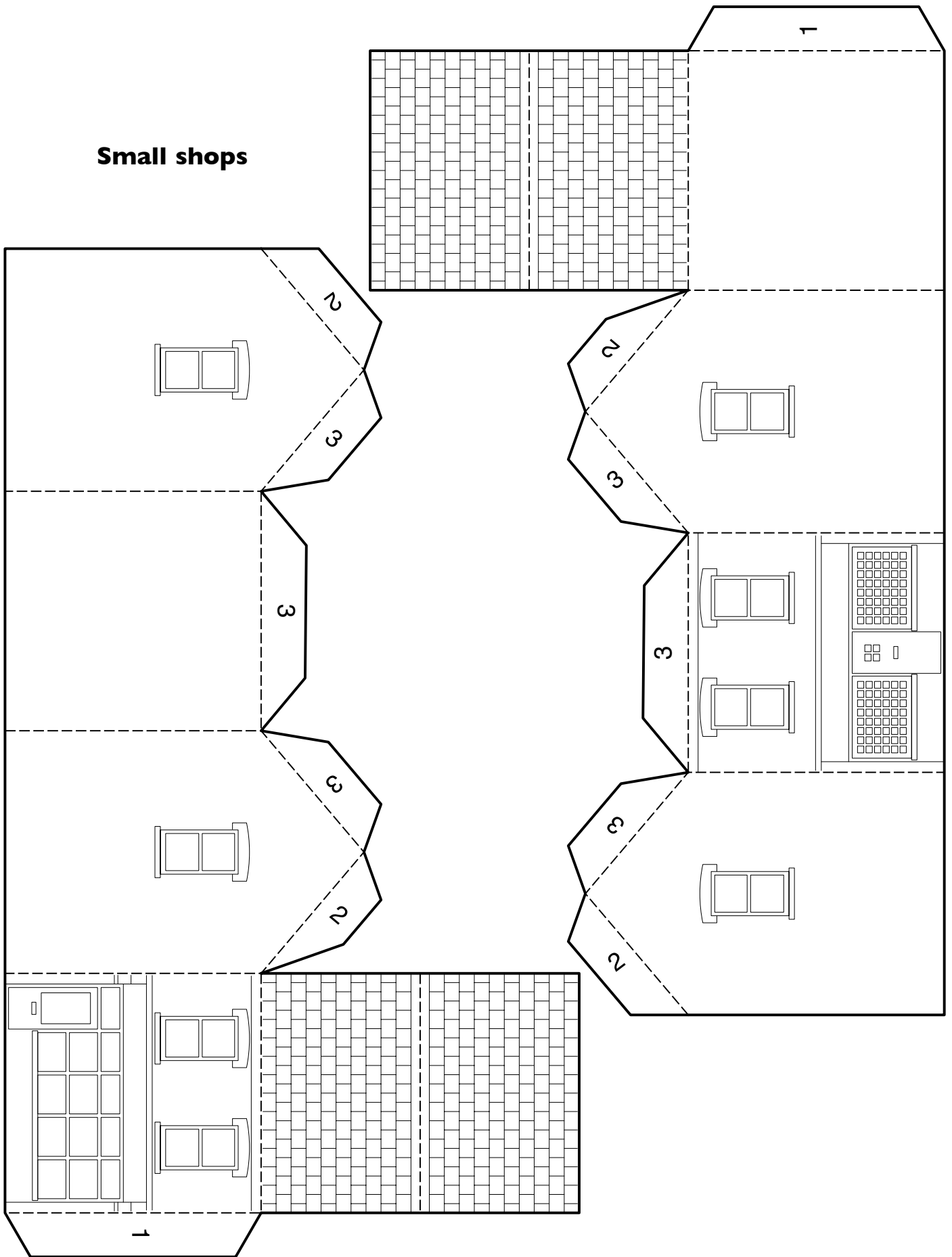


Small flat-fronted lower-class terraced house



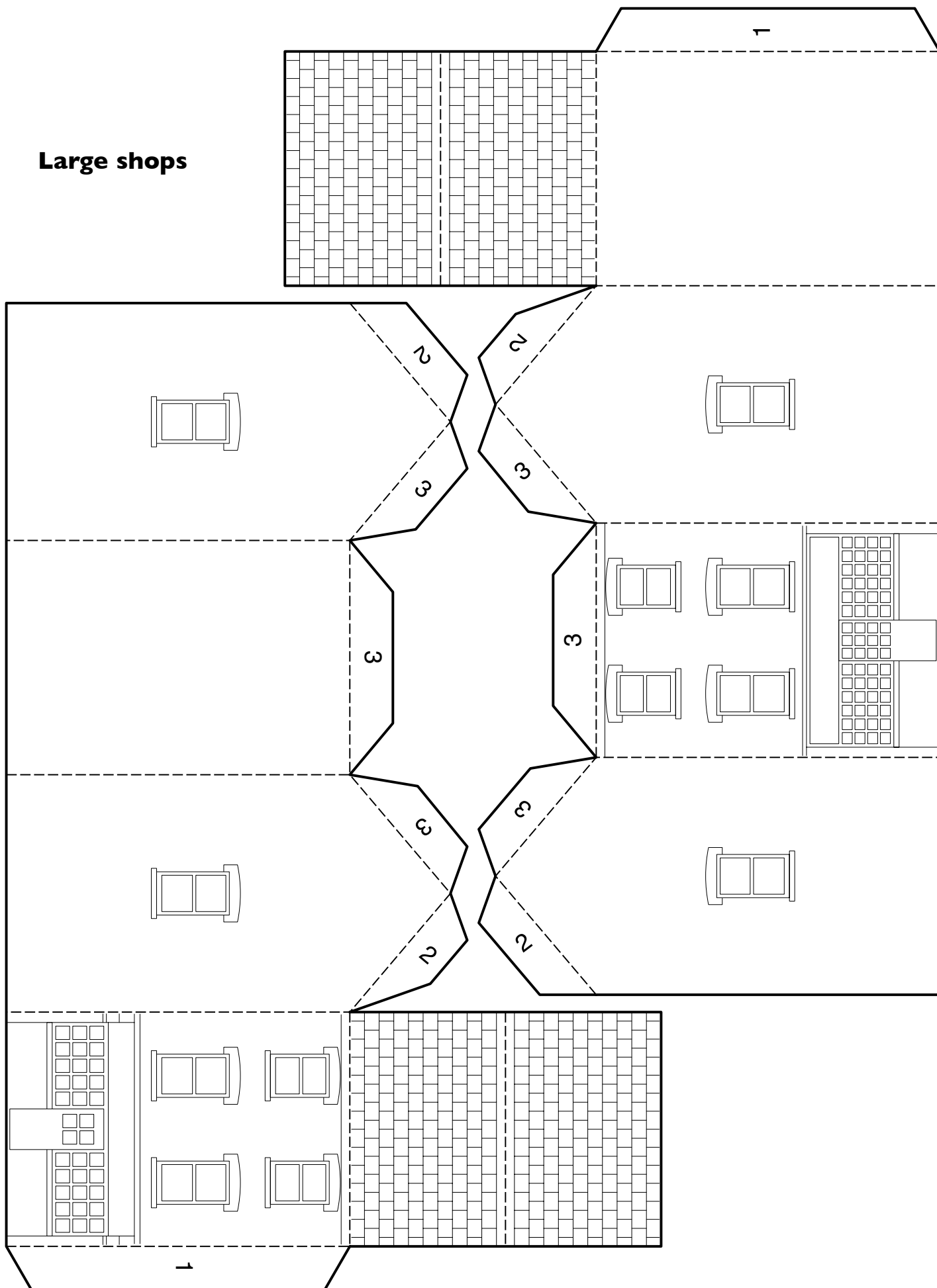
Small bay-fronted lower-middle-class terraced house

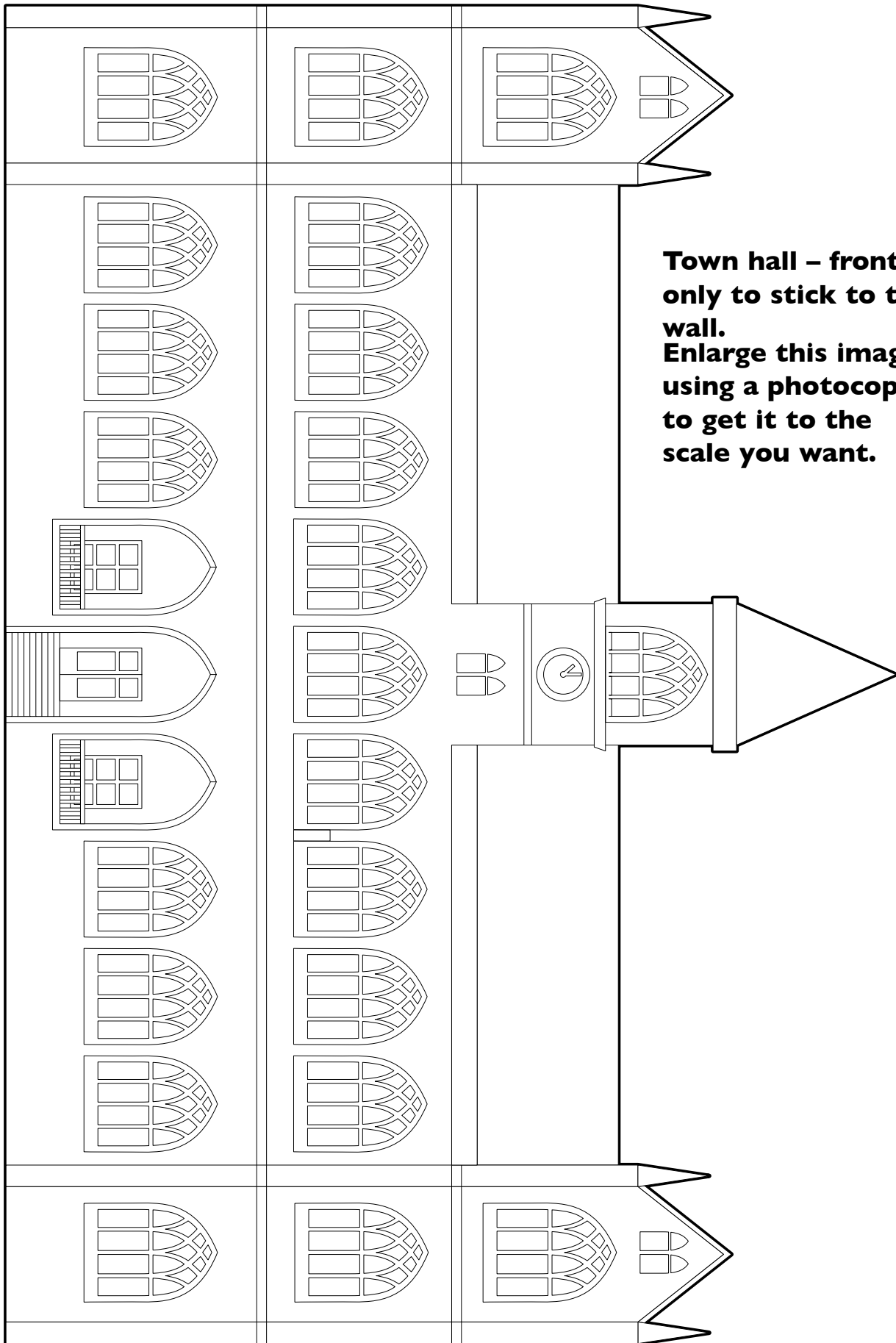
Small shops





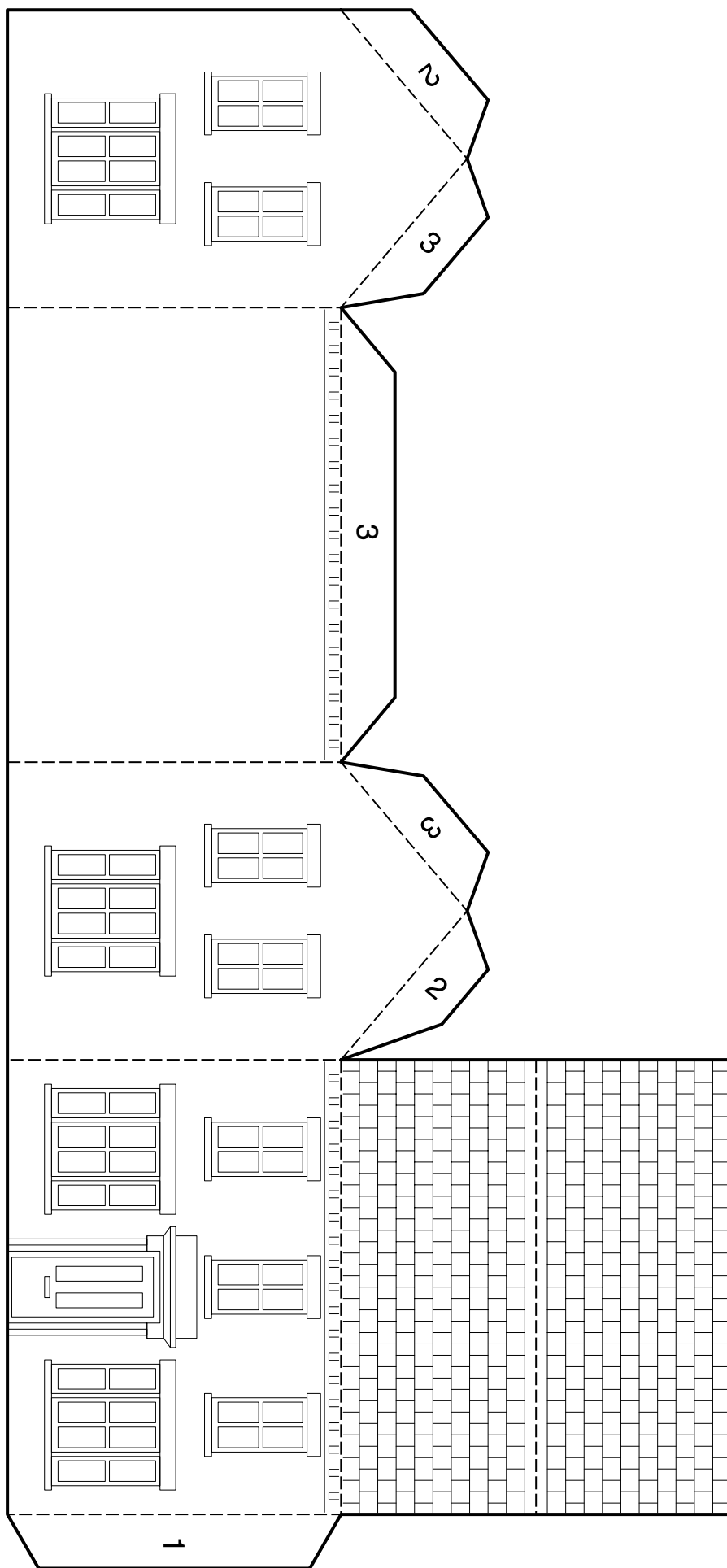
Large shops





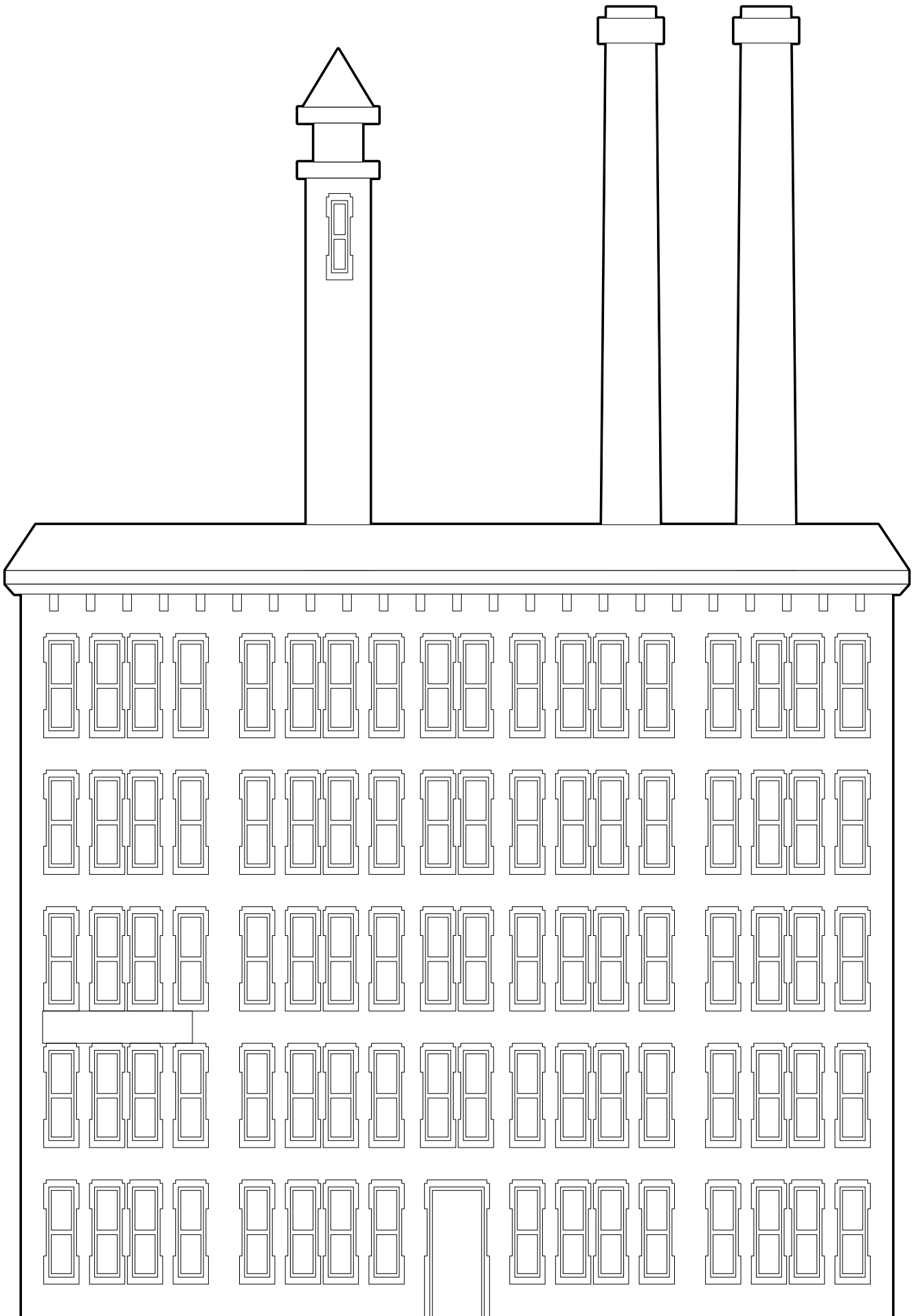
Town hall – front only to stick to the wall. Enlarge this image using a photocopier to get it to the scale you want.

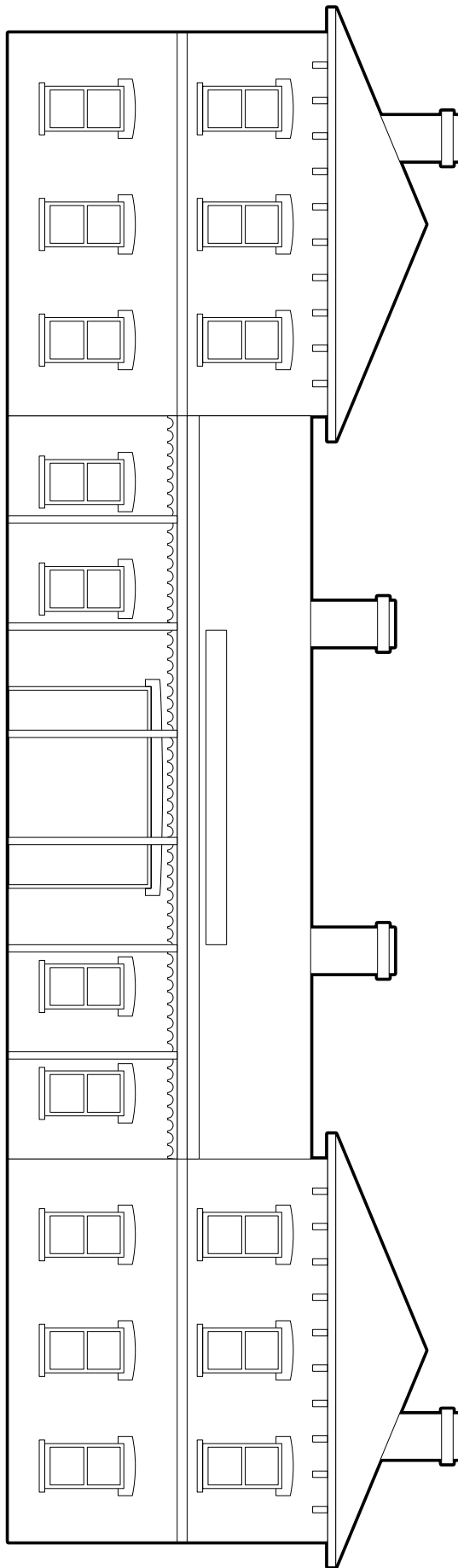
Section 2: Make a Victorian town





Section 2: Make a Victorian town





**Railway station
entrance.
Enlarge this image
using a photocopier
to get it to the
scale you want.**

Section 3: Background and photocopiable worksheets

Introduction

Each unit of the student book is supported by background information and photocopiable worksheets in this *Teacher's Guide*. They have been designed to be a fast and efficient way of working through the study of 'How life changed in Victorian times'.

Variety and selection

Each photocopiable worksheet is supported by information on its facing page which includes a resources list (where appropriate), suggestions on how the worksheet may be used and outcomes that may be achieved. There are probably more worksheets than you would use with any particular class so it is important to have a look through them all, and select which ones you wish to use to support your approach to the study of Victorian times.

Linking background and worksheet to the student book

Each section of background information and each worksheet has been given a unique number which is in a circle at the top of the page. This is related to the number of the spread in the book. For example, pages 4 and 5 are spread ① and pages 6 and 7 are spread ②. If there is more than one worksheet per student book spread, then they are labelled A, B, and so on. At the head of each worksheet are the relevant pages of *How life changed in Victorian times* for easy reference for students. They may find it useful to look back in the student book to help them with the activity on the worksheet. If the worksheet is testing understanding or evaluation of the information based on the spread, it will be essential for the students to use the student book with the worksheet. Some of the worksheets provide instructions for practical activities which support the topic covered in the unit.

A closer look at the worksheets

Cross curricular work

The worksheets provide a wide range of activities for the students. The aim of the worksheets is to help the students appreciate what it was like to live in Victorian times. Some of the worksheets look at how we gather evidence with examples from reading gravestones and looking at census material and considering maps. The conditions of the time are provided by descriptions given by people working in the factories and on the farms and timetables such as those in a workhouse or the daily routine of the parlourmaid.

Activities describing the dreadful conditions of the poor at the beginning of the Victorian era are balanced with the work of Lord Shaftesbury, Doctor Barnardo and William Booth and the Salvation Army. Indeed the work of the Salvation Army provides a useful bridge to show how conditions for some people today are still poor. This work can be integrated into work on citizenship.

Although the main thrust of every activity is to help the students gain a perspective on Victorian times you may be able to use some of the activities in cross curricular work. Activities on studying Victorian buildings and seaside resorts can be used in work in geography. Calculations on information on gravestones and in many descriptions of the lives of famous Victorians can be used in maths. Also the data given on populations can be made into graphs. In the activities related to Victorian schools the students are asked to make calculations using the currency of the day – pounds, shillings and pence. The menu of the workhouse can be contrasted with the menu of a Victorian picnic and both can be assessed for providing a healthy diet. The map work supporting the work of John Snow provides a link with microbes in a science course. This is followed by a look at Victorian engineers and how one engineer discovered that sand can be used to clean water. This provides a revision of the

filtration process while considering the size of sand filters needed in a Victorian water works. There is an activity on sequencing the dates of inventions.

Work in craft is supported by the making of Victorian costumes, making puppets for a Punch and Judy show and building a model theatre.

Organising a Victorian Day

A Victorian day at school can be an enjoyable, memorable and educational experience for the students (and teachers and support staff!). It needs plenty of planning to run smoothly so if you are considering having a Victorian day as part of your coverage of teaching about Victorian times we hope that these notes will help you have a successful day.

Support from home

You will need support from home for the making of costumes and the making of a Victorian meal so a pleasant letter to homes explaining your plans will help start the project moving. You may find that some parents and carers are very enthusiastic and may volunteer ideas and resources.

Costumes

Information about Victorian costumes is found in activities **9A** and **9B** on pages 72–75. It would be useful to have two or three basic costumes made by you or the school staff for students who, for any reason, do not have a costume on the day.

► Bright neckerchiefs and waistcoats are the easiest things to get for boys.



▲ At the end of the day a group photograph will be a memorable experience.

You will also need to consider when the costumes are worn. Do you want them to wear the costumes all day and go out at breaks and lunch-times in them? Do you want them to be worn after morning break, through lunch-time to afternoon break or do you just want them to be worn in the afternoon? The longer they are worn, the better value the students will get from them.



▲ Chimney sweep using dark make-up.

◀ Girls have petticoats, lace-up boots and lace caps.

Food

The students could make up a Victorian lunchbox and bring it to school selecting items from activity 16B (pages 108–109). Alternatively, you may prefer to have a Victorian picnic as described in the activity. If you do, make sure you follow your school policies on visits or simply eating food outside.

You will also find a recipe for gruel on page 19. You may care to give this recipe to children who could each bring their own version in to school in a vacuum flask, or you can make it and serve it to them from a large cauldron-type pot and pretend to be Mrs or Mr Beadle!

Advanced preparations for other activities

There are two activities suggested on the day – Making a toy theatre (activities **11A**, **11B** and **11C** pages 80 to 83) and Punch and Judy (activity **15B** pages 100 to 101) which you may like to bring forward so that on the day the students can perform a play in the puppet theatre and give a Punch and Judy show (There is a script for the Punch and Judy show on the companion web page).

You may also like the students to make Owen's monitor (activity **5A** pages 52 to 53) before the day so they can simply attach it to their chairs the afternoon before the Victorian day.

Activities on the day

First session

You may wish to refer to the students as **scholars** throughout the day.

- Owens monitor (activity **5A** pages 52 to 53). Once the monitors have been made and attached to the students' chairs you

▼ Great fun with hoops and pinafores.

can go round and turn them to the colour that you think describes their work and behaviour. You could repeat this several times during the morning.

- Follow the commands (activity **12B** pages 88 to 89).
- Activities in Victorian school lessons (activity **12A** pages 86 to 87).

Break-time

Issue and eat gruel. Here is how to make it. Add one quarter cup of cooked and mashed oats, one tablespoon flour and one quarter teaspoon salt to one and one half cups boiling water. Let boil for two minutes, then cook over hot water for one hour. Finally bring to boiling point. The final product should be only slightly thick.

Second session

- Activities in Victorian school lessons (activity **12A** pages 86 to 87). You can test the students and see what they can remember from the first session. A colleague could come in dressed as an inspector to test the students. You could introduce a dunces cap (a cone made from a sheet of paper formed into a funnel and stuck along one side) and ask the students how they would feel when they have to wear it.



- Etiquette for gentlemen (activity **16A** pages 106 to 107).

The Victorian lunch

This could be in the form of a picnic as described in 'A Victorian picnic' (activity **16B** pages 108 to 109).

Afternoon sessions

- Inventions in Victorian times (activity **2B** pages 38 to 39).

The students could divide into groups and each group work on one of these activities. You may like to enlist the help of support staff and school volunteer helpers to supervise the activities and give general help to the groups of students.

- Making a toy theatre (activities **11A**, **11B** and **11C** pages 80 to 83).
- Punch and Judy (activity **15B** pages 100 to 101)

Your colleague, the 'inspector', could return and ask a few questions either as a short written test or an oral test.



The awarding of certificates

Certificates of Merit should be prepared for each student using the photocopiable on the page opposite. You should explain that the certificates were given out as rewards for hard work and then let the 'inspector' present them to each student or scholar.

◀ A group of boys playing marbles.



For of such is the  kingdom of God

Name of School

Victorian Day

Date

Certificate of Merit

Presented to

For proficiency in all things
Victorian on this day

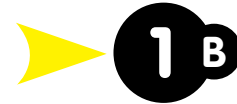
Signed

 PRAISE YE THE LORD 

Chapter 1: Introduction

Spread 1 (pages 4–5)

Who were the Victorians?



This part of the book introduces the Victorians.

The table on page 2 and the abbreviated timeline on pages 4–5 aim to give an initial perspective.

You may choose to help older children interpret the population table, perhaps by making it into a chart. The table is extracted from the UK census and so provides an opportunity for analysing census data.

The purpose of the table is to provide basic information about population change, and allow students to see the rapid rise in the population for some of the parts of the Victorian era. It supports the contention made through the book that the population nearly doubled.

Students are also given data for Ireland which you may care to use with older or more able students to see that one set of figures can mask something else entirely. That is, while the population of Great Britain was rising, that of Ireland was falling. If you take the population of Ireland from the Great Britain and Ireland figures you will see this quite clearly.

Students can also be introduced to the idea that prosperity was not uniform, either in place or time. This should encourage the more able

to seek to look more closely at figures they get in the future.

As is the case throughout the book, the plethora of material that we would like to have squeezed in, simply cannot all get onto these pages and so it is necessarily selective, pages 46–47 include more information, as does the web site.

The photographs have these purposes: the Victorian picture to show that large families were common and to give some meaning to the nature of Victoria and Albert. The changes that occurred through the reign of Queen Victoria were, of course, already under way before Victoria came to the throne and continued after she died. You may care to explain that the events were not related to the presence of the Queen as such.

The picture on page 5 is to give a view of the poor in Victorian times. You may wish to use this as a comparison with Tudor times, for example. Inequality is a theme of the book, just as it was in Tudor times. Students might ask if inequality on this level remains, or has it lessened. Has the quality of life of the poorest risen in absolute terms?



It is probably important to discuss the whole idea of the Industrial Revolution at this early stage and to make sure that students do not confuse Victorian times with the Industrial Revolution (which was mainly over by Victorian times). Within this book there is also reference to enclosures and again this can be linked back to Tudor times when the first phase of enclosures began.

The book does not focus on famous people other than those who might have been important for improving inequality, health and so on.

A few of the words that you may wish to focus on are 'class' and 'Empire'. We do consider class in some depth later in the book, but there is little further reference to Empire because it does not feature prominently in the curriculum at this level. However, it would be remiss not to consider it, and so a diversion into the nature of Empire might be best dealt with at the start. After all, so much of what is implied through the book is based on the presence of an Empire.

It is also important that students should understand that the British were proud of the Empire, and did not feel any need to apologise for it. So, from a history perspective, it is right to discuss Empire in the terms that the Victorians saw it, relating it perhaps more to other Empires such as the Roman Empire, of which we were a part and which is discussed from the opposite point of view in the book, *The Romans in Britain*.



Name:..... Form:.....

Based on **pages 4 and 5** of *How life changed in Victorian times*

Comprehension: Coal, iron and steam

The Industrial Revolution began before Victorian times and depended on coal, iron and steam.

Iron does not exist as a metal in the ground that is simply dug up. It is combined with other substances to make a rocky material called iron ore. This is dug up but it has to take part in a process called smelting before the iron metal is released from it. Up until the early eighteenth century, iron smelting was performed by heating iron ore with charcoal. Large amounts of wood were needed to make charcoal and in the eighteenth century there were not enough forests left in Britain to provide all the wood that was needed. In 1709 Abraham Darby used coke instead of charcoal in iron smelting. The coke was made by heating coal and there was plenty of coal underground so coal mining greatly increased.

Small amounts of coal had been mined for some time and burnt on fires to keep people warm. One of the problems that coal miners faced was the flooding of the mine. In 1699 Thomas Savery invented a water pump called the 'Miner's Friend'. It was powered by a steam engine but the engine was not very efficient and was only used in a few mines. In 1712 Thomas Newcomen invented a more efficient steam engine which was installed in over a hundred mines in Britain in the eighteenth century.

In 1765 James Watt made an even more efficient steam engine and this, too, was used for pumping water out of mines. This steam engine, like the ones before it, just made a pump piston go up and down but Watt saw that new machines being invented in the textile industry needed a steam engine that turned a wheel to give them power. He invented one. Watt's steam engine had a large wheel. It was used in textile mills in the following way. The large wheel passed its turning motion to other smaller wheels inside the mill. The turning motion of these wheels was passed to the machines in the mill by belts. Watt's steam engine was also used to make steam locomotives. They pulled carriages and trucks along railways.

Steam engines and the machines they powered were made of iron. The railways were made of iron, too. This meant that there was a great demand for iron and more people worked in smelting and making iron products. As coke, made from coal, was used in iron smelting and also used as a fuel for steam engines there was a great demand for coal so more people worked as miners, too.



Coal, iron and steam

Age range

- Years 3/4 (SP4/5).
- Years 5/6 (SP6/7).

Resources

Copies of the worksheets, dictionary.

Using the worksheet

There is so much information about the Victorians that there is a danger of some ideas becoming mixed up. One idea might be that the Industrial Revolution occurred in Victorian times. In fact, it began before the nineteenth century. The purpose of this sheet is to provide some simple background to the origins of the Industrial Revolution to set the scene for entering Victorian times. You might like to begin by showing the students a lump of coal and a lump of iron ore and refer to the steam produced by a kettle to say these were some of the major raw materials on which the Industrial Revolution was based. Activity **1B** develops this theme a little more by looking at textiles.

Younger students

The students could answer the questions on page 26 to test their comprehension of the text.

Answers

1. Iron ore.
2. Wood.
3. Coal.
4. It had a large wheel which moved small wheels, which in turn moved the machines.
5. It was used in textile mills to operate the machinery. It was also used in steam locomotives to pull carriages and trucks along the railway.

Outcomes

The students can:

- Know that the Industrial Revolution took place before Victorian times.
- Extract information from a text.

Older students

The students may have considered steam as part of their work in science when looking at how materials change and may need reminding of it now. Most people think of steam as the clouds of water droplets issuing from a boiling kettle. This is not steam. The steam is the hot colourless gas that rushes out of the kettle spout. You can see where the steam is but not the steam itself – it is in the gap between the clouds of 'steam' and the rim of the spout.

The students could answer the questions on page 27 to test their comprehension of the text.

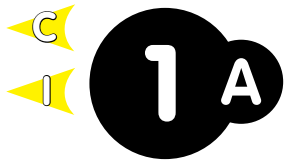
Answers

1. Iron ore and charcoal.
2. Iron metal.
3. A timeline with the correct distance between Savery(1699), Darby (1709), Newcomen (1712) and Watt (1765).
4. Because of the demand for iron to make steam engines, machinery and the railways.
5. Because of the demand for iron. Iron smelting used coke and coke was made from coal.

Outcomes

The students can:

- Know that the Industrial Revolution took place before Victorian times.
- Extract information from a text.
- Construct a simple timeline.



Name:..... Form:.....

See 1A Comprehension: Coal, iron and steam

Questions (i): Coal, iron and steam

1. What is the rocky material that contains iron?

.....

2. What is charcoal made from?

.....

3. What is coke made from?

.....

4. How was Watt's new steam engine different from other steam engines?

.....

.....

.....

5. Where was the new steam engine used and what was it used for?

.....

.....

.....

Use a dictionary to find out the meaning of words which you are not familiar with.



Questions (ii): Coal, iron and steam

1. What substances are used in the smelting of iron?



2. What is produced by the smelting of iron?



3. Make a timeline linking Watt, Darby, Newcomen and Savery.

4. Why was more smelting done as time went by?



.....

5. Why did more people start working in the mines?



.....

.....

Use a dictionary to find out the meaning of words which you are not familiar with.



Name:..... Form:.....

Based on **pages 4 and 5** of *How life changed in Victorian times*

Spinning and weaving

Cloth is made from threads called yarn. The yarn is made by twisting tiny fibres together. This process of twisting the fibres is called spinning. Wool fibres from sheep are spun into woollen yarn and cotton fibres from the seeds of the cotton plant are spun into cotton yarn. Before the Industrial Revolution a person spun yarn with a spinning wheel. They rocked a plate called a treadle with their foot to make the wheel turn and drew out the fibres and twisted them.

A loom is used to weave the yarn. There are two kinds of yarn. They are called warp and weft. Warp is arranged in a large number of horizontal lines – each one parallel to the next. Some of the warp threads can be raised and lowered. A yarn called weft is threaded through the warp in a device called a shuttle. Weaving takes place when the warp is raised and lowered and a shuttle passes backwards and forwards between the warp threads leaving a line of weft behind it. This thread is woven into the warp. Weaving was a slow process in which the weaver pushed and pulled on all the parts of the loom but in 1740 John Kay invented the flying shuttle which speeded it up.

Many other inventions began to be made to speed up both spinning and weaving. In 1764 James Hargreaves invented a machine called the spinning jenny which spun yarns for weft much faster than a spinning wheel. In 1769 Richard Arkwright invented a machine called the water frame which spun yarns for warps much faster than before. The water frame was too large to use in a house so Arkwright built a special building in which it could be assembled and used. This building was the first spinning factory.

The new machines spun so much yarn that the weavers could not weave it fast enough to use it up. People began to look for faster ways to weave and in 1786 Edmund Cartwright invented the power loom. It could be driven by wheels connected to a steam engine. Buildings were made in which large numbers of looms and a steam engine were set up. These buildings were known as mills. Some mills became so large hundreds of people worked in them. They moved the warp and weft about, made sure the machinery kept working and the quality of the cloth was good and moved the finished cloth away to be sold.



Spinning and weaving

Age range

- Years 3/4 (SP4/5).
- Years 5/6 (SP6/7).

Resources

Copies of the worksheets. Pieces of cotton wool.
Pictures of a spinning wheel and hand loom
Pictures of spinning machines and looms in mills in Victorian times.

Using the worksheet

If you introduced the students to some of the raw materials of the Industrial Revolution in the previous activity you may like to continue with this approach and introduce them to the process of twisting fibres to make a yarn. The students could pull out some fibres slowly from a piece of cotton wool and twist them between a thumb and a finger. They could also pull out some fibres and roll them on the thigh to twist them. These two ways of twisting fibres could be compared. It is important to stress that spinning was not done using these techniques but they show how fibres could be twisted together.

Read through the text with the students and stop to show them your pictures. You may wish to include more.

The detail given about the weaving process aims to show that it was a complex process and that people who worked in mills not only had to carry out physical work but also had to have some knowledge of the processes involved and be able to correct the processes when machinery failed.

Younger students

The students could answer the questions on page 30 to test their comprehension of the text.

Answers

1. Spinning.
2. From the seeds of the cotton plant.
3. Loom.
4. Richard Arkwright.
5. Looms and a steam engine.

Outcomes

The students can:

- Know that spinning and weaving are important processes in the making of cloth.
- Extract information from a text.

Older students

If the students have constructed a timeline in answer to question 3 in the previous activity, they may like to add it to this timeline in answer to question 4 here.

The students could answer the questions on page 31 to test their comprehension of the text.

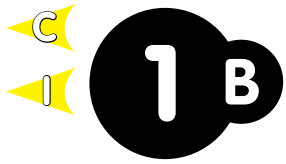
Answers

1. In people's homes.
2. Warp is the horizontal lines of thread. Weft is threaded through the warp.
3. A shuttle weaves the weft threads through the warp as it passes backwards and forwards and the warp threads are raised and lowered.
4. A timeline with the correct distance between John Kay (1740), James Hargreaves (1764), Richard Arkwright (1769) and Edmund Cartwright (1786).
5. Move warp and weft about.
Make sure machinery keeps working.
Check quality of cloth.
Move finished cloth away to be sold.

Outcomes

The students can:

- Know that spinning and weaving are important processes in the making of cloth.
- Extract information from a text.
- Make a simple timeline.



Name:..... Form:.....

See 1B: Spinning and weaving

Questions (i): Spinning and weaving

1. What is the twisting of fibres to make a yarn called?

.....

2. Where do cotton fibres come from?

.....

3. What machine is used to weave cloth?

.....

4. Who built the first spinning factory in the Industrial Revolution?

.....

5. What machines were set up in a mill?

.....

.....



Questions (ii): Spinning and weaving

1. Where did spinning and weaving take place before the Industrial Revolution?



2. How are warp and weft different?



.....

3. What does a shuttle do?



4. Make a timeline linking Cartwright, Hargreaves, Kay and Arkwright.

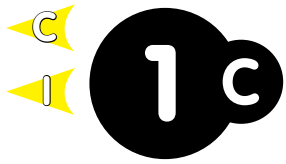
5. If you went to work in a mill what jobs might you expect to do?



.....

.....

.....



Name:..... Form:.....

Based on **pages 2, 4 and 5** of *How life changed in Victorian times*

Plotting population changes

The data on populations provided on page 2 of the student book can be used to prepare graphs to compare population changes before and during the Victorian times.

Graph 1: The population in the sixteenth to eighteenth centuries

Prepare the axis of the graph in the following way:

Mark out along the bottom of the graph from 1570 to 1750 in ten year intervals.

Mark up the left hand side 0 to 7 million in 1 million intervals.

When you plot the data from page 2 note that you are only plotting six points and that before the days of the census they do not occur at regular intervals along the bottom of the graph. For example there are thirty years between 1600 and 1630 and forty years between 1630 and 1670.

Graph 2: The population in the nineteenth century

Prepare the axis of the graph in the following way:

Mark out along the bottom of the graph from 1801 to 1901 in ten year intervals.

Mark up the left hand side 16 to 43 million in 1 million intervals.

When you plot the data from page 2 note that you do not use the data for 1911.

1. Look at graph 1 and describe how the population changes over the period.



2. Look at graph 2 and describe how the population changes over the period.



3. How does the population change in late Tudor times 1570–1600 compared with the population change in late Victorian times 1871–1901?



.....



Plotting population changes

Age range

- Years 5/6 (SP6/7).

Resources

Copies of the worksheet. A4 sheets of graph paper with two millimetre squares. The area of the graph paper should be 18 cm x 28 cm.

Using the worksheet

People can sometimes get a better idea about how population changes by changing data in a table into a graph. Students have to use graph-making skills in other areas of the curriculum and this can be used to support that work. The suggested graph paper has been selected as it allows large graphs to be plotted accurately.

For graph one the X axis should be 14 cm high beginning at zero and rising to seven million with each million of the population separated by ten 2 mm squares.

The Y axis should be the full width of the paper – 18 cm. It should begin in 1570 with five 2 mm squares separating each ten year mark up to 1750.

The students may need reminding that the data is plotted at irregular intervals along the Y axis.

For graph 2 the X axis should be 27 cm high beginning at sixteen million and rising to 43 million, each million separated by five 2 mm squares.

The Y axis should begin at 1801 and run to 1901. Each ten year mark separated by five 2 mm squares.

Older students only

The students may respond to question 1 by saying that the population rises steadily for sixty years then rises less at a lower rate for forty years, then the rate of growth increases steadily again.

They may respond to question 2 by saying the population rises sharply for forty years then the rate of increase slows down for ten years, then rises sharply again.

The students may respond to question 3 by saying that the population rises steadily from just over 4.1 million to 4.8 million in late Tudor times and rises sharply from 31.6 million to 41.6 million in late Victorian times. Keen students with calculators may tell you that the late Tudor population increased at the rate of 23,333 people per year while the late Victorian population increased at a rate of 333,333 people per year.

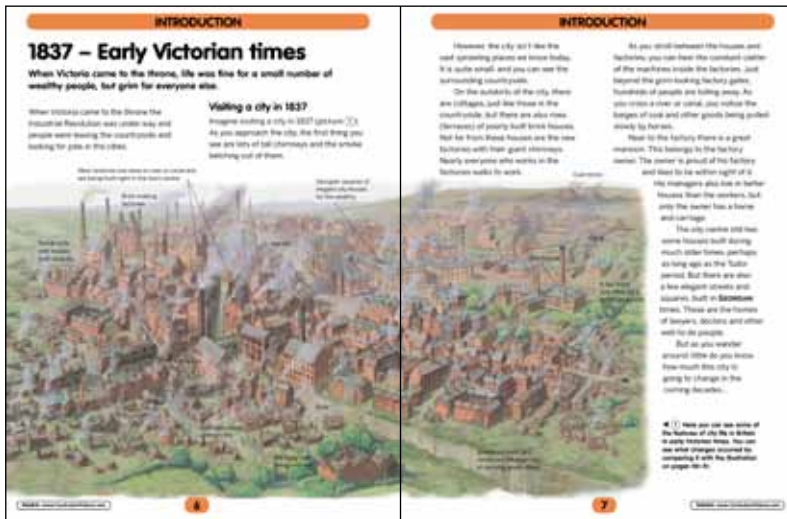
Outcomes

The students can:

- Plot graphs from data in a table.
- Describe the shape of graphs.
- Compare information conveyed by two graphs.
- Appreciate the great increase in population in Victorian times.

Spread 2 (pages 6–7)

1837 – Early Victorian times



The first thing to note is that this spread is matched by a spread on pages 40–41, which also details later Victorian times with a panoramic spread.

This spread is being used to set the scene and to show what city and country may have looked like around the start of Victorian times and certainly before the railway.

There are the three ideas of growing population, industrialisation and excitement and pride at the achievements of the nation.

If you have not done so already, this might be a time to look at the table of census figures on page 2 of the student book.

Some students might also not be familiar with the range of inventions listed in activity 2B and may need to know about metal ships, the telegraph, cheap steel-making, the camera, electric lamps and motors, and the motor car as being Victorian age inventions. Metal ships included those designed by Isambard Kingdom Brunel and so here is an opportunity to look at this genius of an engineer (and to bring in the spectacular railways, bridges, tunnels, stations and so on for which he was also responsible. Please look at the student book pages 44–45 for important Victorian people.

The telegraph also belongs to the beginning of this period, while the experiments of Michael Faraday and the

development of the electric motor just finished at the start of Victorian times.

So there was already technological change all around and the nineteenth century was the first time that rapid technological change was experienced by any society. As much of it happened in Britain, it gave rise to a sense of national pride.

These changes cannot be shown on the diagram on the page, so they may need explaining and discussing. Each of the major figures involved can be turned into a project using the Internet to find information.

The second change was the growth of population. Much of the growth was in the cities as opportunities on the land were declining. But, of course, achievement of a nation with a growing population did not result in good conditions for everyone, nor a healthy environment. The illustration shows the severe air pollution caused by the many furnaces and fires.

The illustration is also dominated by factories, kilns, mills and the other focal points of life at the time.

Cities were still small and crowded. There was also close physical association between rich and poor – far more than would be the case as soon as the railways allowed the construction of the suburbs as we shall see.



Many factory owners lived in large mansions close to their factories, while some lived in the (relatively recently built) Georgian squares. Many working people lived in slums hard against the factory walls and only a few hundred metres away from wealthy housing. These poor quality dwellings have not survived, whereas examples of many of the better quality ones can still be seen.

It may be worth explaining to students that transport was a key element in explaining how life worked. Any kind of travel was slow, mostly on foot. Only the wealthy had horses and carts.

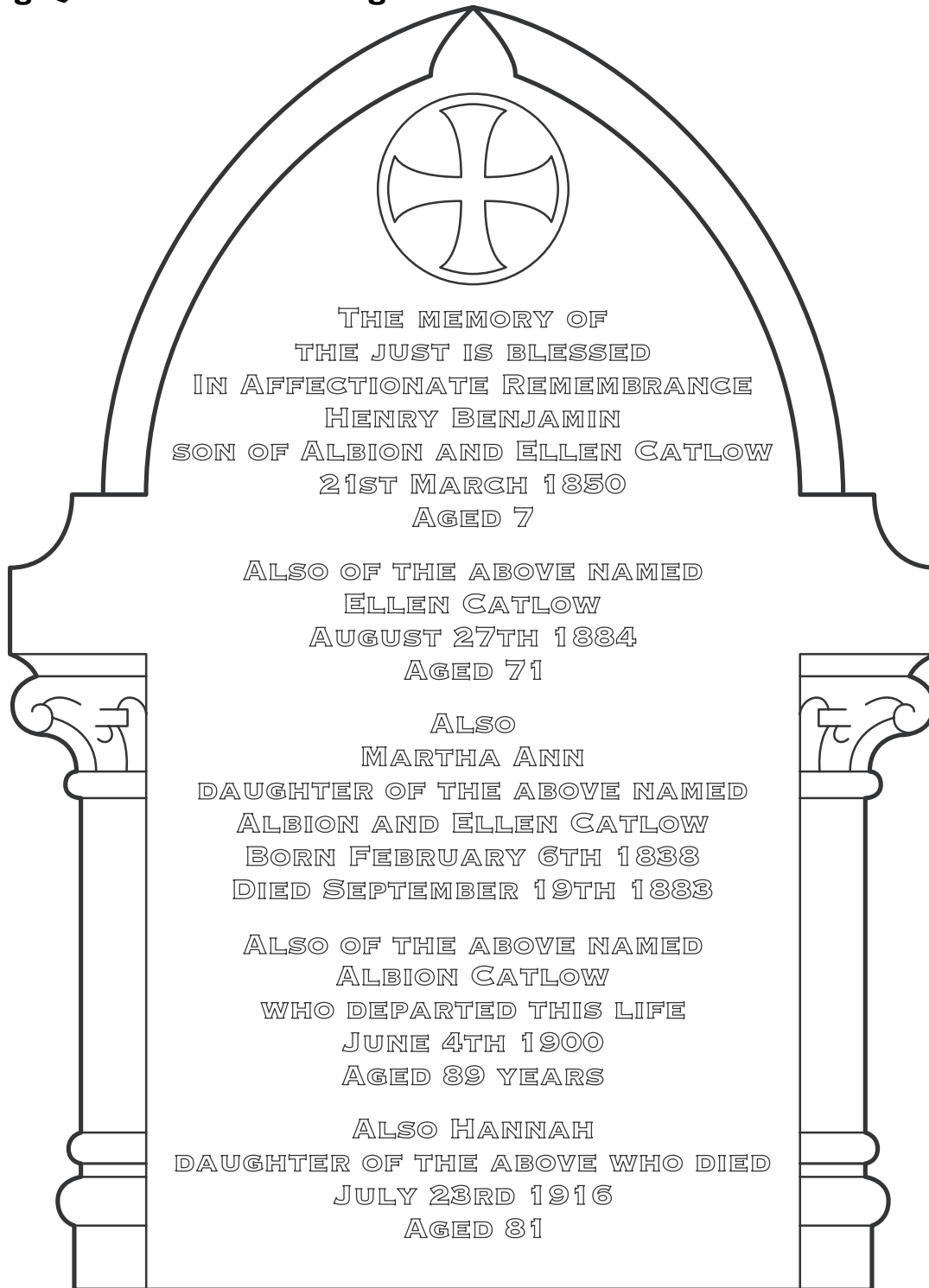
Fifty years before the start of Victorian times the canal age had peaked and the landscape, and many city centres, had canals, locks and basins, with factories alongside them. But although the canal age helped move bulk transport and cut costs, it was still quite restricting.

As we begin on our exploration of Victorian times we will, of course, see all of this change as the speed and flexible locations of railways change the industrial face of the country and allow for the sprawl of the cities for the first time ever.

It is also important to explain the nature of life expectancy at this time, in so far as it helps to explain why, when health and working conditions improved, there was a sudden fall in infant mortality and an accompanying surge in the population through Victorian times.

Gravestone studies

Many of the gravestones in a cemetery were erected in Victorian times. From them you can find information about people who lived during Queen Victoria's reign.





Gravestone studies

Age range

- Years 3/4 (SP4/5).
- Years 5/6 (SP6/7).

Resources

Copies of the worksheets. Access to a cemetery (Following all school policies on visits).

Using the worksheet

This activity allows the students to look for information about Victorians who lived in their town. The record on a gravestone is comparatively simple compared to other forms of written evidence from this time and provides an introduction to looking at written evidence.

You should make a preliminary visit to a cemetery to try and locate gravestones which come from as early as possible in the Victorian era. Some of these gravestones may be badly weathered and the detail may not be clear to see. Select a few gravestones which show that perhaps six or seven members of a family are interred. Also look for gravestones which state the occupation of the deceased. See if you can find one with the word *relict* on it. This means 'widow of'.

If you cannot take the students to a cemetery, they can try the exercises here which relate to the information about a fictitious Victorian family compiled from the study of several Victorian gravestones.

Younger students

The students can answer these questions. (Answers in brackets).

Answers

1. In what year was Henry Benjamin born? (1843)
2. In what year was Ellen born? (1813)
3. How old was Martha Ann when she died? (45)
4. In what year was Albion born? (1811)
5. In what year was Hannah born? (1835)

Some more able students may like to try the questions for older students.

Outcomes

The students can:

- Perform calculations on data.

Older students

The students could answer the questions for younger students then also answer the following.

Answers

1. Was Albion older than Ellen? Explain your answer. (Yes he was born in 1811 and Ellen was born in 1813. Albion was two years older than her.)
2. Who was the first born child of Albion and Ellen? (Hannah)
3. Who was the second born child of Albion and Ellen? (Martha)
4. Produce a family tree from the information on the gravestone (A family tree with Albion and Ellen and then below them from left to right Hannah, Martha and Henry. Include all dates of birth and death.)
5. How old was Ellen when she had her first child? (22)
6. How old were Henry's sisters when he was born? (Hannah was 8 and Martha was 5.)
7. How old was Albion when his son died? (39)
8. Which member of the family did not die in Victorian times? Explain your answer. (Hannah. Queen Victoria died in 1901 and Hannah died fifteen years later in 1916.)

Outcomes

The students can:

- Perform calculations.
- Construct a simple family tree from data.
- Know the time of the end of the Victorian era.



Name:..... Form:.....

Based on **pages 6 and 7** of *How life changed in Victorian times*

Inventions in Victorian times

Many inventions were made in Victorian times. Here are just a few.

1853 Sir George Caly designed the first glider to carry a person.

1888 J. Dunlop invented the pneumatic (air filled) rubber tyre.

1854 W.B. Wilkinson invented reinforced concrete.

1856 H. Bessemer invents a cheap way of making iron into steel.

1892 Sir James Dewar invented the thermos flask.

1901 H. Booth invented the vacuum cleaner.

1852 H. Giffard invented the airship.

1878 J. Swann invented a light bulb.

1839 K. Macmillan invented the bicycle.

1843 I. K Brunel's ship the Great Britain had a hull made of iron and a screw propeller.

1837 S Morse invents a code to send messages along telegraph wires.

1839 W. H. Fox Talbot invents paper for making photographs.

1878 T.A. Edison invented the gramophone.

1885 K Benz invented the motor car with a petrol engine.

1899 G. Marconi invented the radio.

1850 A. Parkes invented a plastic that was used to make combs.

1875 A.G. Bell invented the telephone.



Inventions in Victorian times

Age range

- Years 3/4 (SP4/5).
- Years 5/6 (SP6/7).

Resources

Copies of the worksheet. Access to other sources of information about inventions.

Using the worksheet

The inventors listed on the worksheet are mainly from the UK. The exceptions are Giffard (France), Morse (USA), Benz (Germany) and Marconi (Italy). The inventions have been selected for their relevance to everyday use or to transport. Two items which may seem to be exceptions to this are reinforced concrete (but it is used in many buildings today) and steel (most metal objects especially cutlery and cars are made from steel). Any brief survey of inventions in Victorian times must be incomplete and you may like the students to research the origins of other inventions in that time. The students must be made aware that just because something was invented it did not go straight into everyday use. You may like to draw a parallel with new inventions today in television, mobile phone and computer technology. They tend to be used first by the rich because the products are expensive.

Younger students

The students can cut out the items on the work sheet and make a timeline of inventions. They may like to keep this and use it in activity 21 (page 126).

Outcomes

The students can:

- Make a timeline from a list of information.

Older students

The students can cut out the items on the work sheet and make a timeline of inventions. They may like to keep this and use it in activity 21 (page 128). They could also look up other inventions connected with everyday life such as gas ovens and toilets.

Outcomes

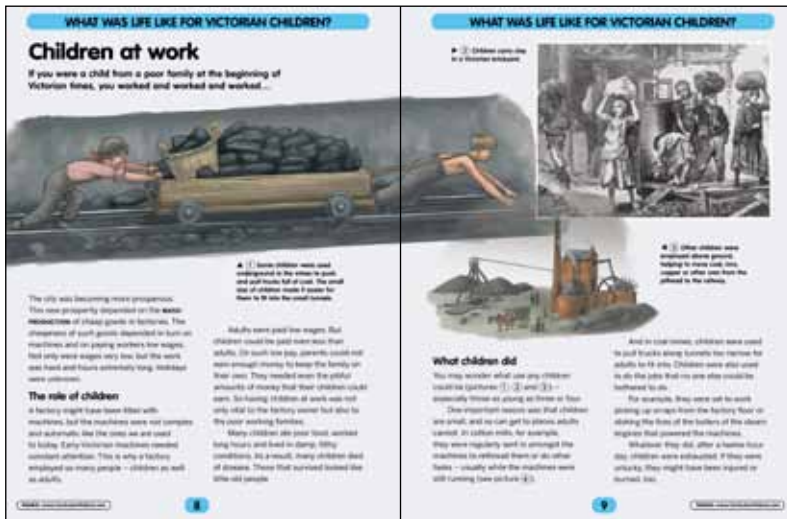
The students can:

- Make a timeline from a list of information.
- Use secondary sources to research inventions in Victorian times.

Chapter 2: What was life like for Victorian children?

Spreads **3** and **4** (pages 8–11)

Children at work



▶ **3 A**

▶ **3 B**

▶ **4 A**

▶ **4 B**

This section of the book is concerned with the welfare changes as they affected children during Victorian times.

These spreads are designed to set the scene of what working life was like for the poor in early Victorian times. The poor made up the vast bulk of the population. Few parents were wealthy enough to be able to have a private tutor for their children or to have them schooled at all.

Students today expect to stay at school at least until they are 16, so the idea of going to work at the age of three may be difficult. Today we regard three year old children as little more than babies, but in times gone by they were seen as helping to add to the family income.

One of the reasons for having large families was to get more hands to work and so pay for costs such as the room the family rented.

The other point that students may not appreciate is that this was hard, repetitive, grinding, physical work that also required complete attention. Attention was needed just to remain uninjured. There was no play time; all days might be work days. So there was no education, no toys, no free time. Children

went back to their lodgings exhausted and had to wake up in the early hours to go back to work again.

These types of working arrangements contributed to the short life expectancy of the poor. They literally wore themselves out while they were young and would have looked much older in our eyes than they really were.


You may wish to discuss the fact that child labour is still a feature of some societies today, especially less developed and industrialised societies.

The illustrations are intended to show some of the different working conditions that applied. You can point to children working in mines, pushing and pulling the loads such as coal carts. They worked in mills and other factories, helping to fetch and carry or to supervise machines. Children were preferred, not just because they were nimble, but because they were cheaper than adults.

Toil was just as much a part of countryside living as it was in the city. One special feature of the countryside was the tied cottage and the seasonal nature of work. Country people were also never given any education and so



WHAT WAS LIFE LIKE FOR VICTORIAN CHILDREN?



AP In early Victorian times, the youngest and smallest children were employed carrying water that fell from the ceiling. They had to change about every ten minutes, while the machines were off working.

Why didn't children refuse to work?

You may think that you would have refused to do such hard, dangerous work. But most children had no choice - they needed to work to help support their families and get out of the hole on their own back.

What's more, most children couldn't read for better reason because there were always plenty of other children who would take their place. If you worked enough to eat, you had to take whatever job was on offer. The poorest children to be employed by the factory owners.

Jobs for workhouse children

Each week had a **workhouse** in which the poorest people were put to work in exchange for giving them food and a place to sleep.

Because the parent had to pay for the workhouse, the parent wanted to get rid of his children as soon as possible. Some of the jobs of the workhouse manager - the benefits - was to look after the children. The jobs the teacher found were usually those in industry. There is an example found in a letter written by the Mayor of Bradford, in 1844, to the Duke of Wellington, the owner of a textile factory.

"The thought has occurred to me that some of the younger gentlemen (that is, the children) of this parish might be useful to you as apprentices in your factory of Great Street, Great Wharfedale."

"If you are in want of any of the above, you would readily furnish you with ten or more of them from 10 to 12 years of age of each sex."

WHAT WAS LIFE LIKE FOR VICTORIAN CHILDREN?

Some parents paid businessmen the **ding** between ten and four pounds to take a child off their hands. In return, the children cleaned their houses, knitted and a very small salary.

Factory owners saw this as a way of doing a service to society. There is a description that supports the factory provided better conditions than in the workhouse.

"In the great line of ding and tin, about a hundred houses, but through light, dull for the accommodation of the female apprentices. They are well fed, clothed and educated. The apprentices have much privacy for breakfast, dinner and supper for dinner and read on Sundays."


Children in the countryside

Things were, if anything, worse in the countryside. If you were a son or daughter of a farmer, you would be one of the poorest people in the country. Your father would get very low wages and even those were not regular. During planting and harvest, the whole family would be out in the fields working from dawn to dusk (from 5.30 to 10.30). During the winter there was very little work to be had and families went short.

Tied housing

Farm-owners tried to tie cottages owned by the farmer. However, could be done only while they were working for the farmer. These houses were called **TIED COTTAGES**.

The farmer worked out what he thought the cottage rent was worth, and he took that from the worker's wages. So in the end, farm workers hardly got any money at all.



they were particularly disadvantaged when it came to seeking alternative employment in towns. Only the brightest and bravest left for the towns, so that the rest put up with whatever conditions they were subjected to.

This is not to say that people in towns had better security. Most rented their rooms, so if they lost their jobs they could not pay for their rooms and so they, too, were out on the streets. However, in a town there were more job opportunities than in the countryside.

Students might like to think about how families became poor. They could be encouraged to think about what causes low wages, such as more labour than employment opportunities, competition to keep prices down using wages as a tool, and the politically weak position of the majority of the people in the country.

If it is possible for the students to visit one of these early factories, it will give a better appreciation of the work. The factory at Styal in Cheshire is owned by the National Trust. There are other early factories dotted around the country.

Some further ideas about the nature of manual work and buildings can be got from working museums such as the Black Country Museum near Dudley and Beamish Museum near Durham. Also consider regional sites such as Milestones Living Museum near Basingstoke (more on rural life) and individual National Trust locations.

Nowadays, when children are set heavy, repetitive tasks they complain. Remind them that, in the past, they got whipped if they complained. Furthermore, the nature of health and safety legislation nowadays makes it virtually impossible to employ children even if they want to work.

As we shall continue to discuss, the whole idea of work must be seen in the context of the time, not set against the modern context. Thus it would be wrong to portray a mill owner as a cruel caricature, when, as we shall describe, in truth, the conditions were just what they were and people did not notice the hardship that we notice now, no more than slave traders noticed the conditions of slaves for thousands of years. Getting a perspective of the times is the hardest thing students will find in history.



Name:..... Form:.....

Based on **pages 8 and 9** of *How life changed in Victorian times*

Working in a mill

The mill I work in is called the Puff and Brass after the name of the steam engine that drives all the machines. The day starts when a knocker upper bangs on our

bedroom window with a long stick. He goes all the way down our street waking the workers like this. It is half past four in the morning.

I get to the mill at half past five when the engine starts. The mill gates are closed at twenty to six and anyone who arrives later has to wait until breakfast time before they can start work. They are fined for being late and the fine is taken out of their wages at the end of the week.

The engine works at full speed driving all the machines until half past seven. I am a weaver now and have four looms to look after. Before that I worked in the spinning shed – first as a doffer and then as a piecer. Cotton is spun onto bobbins and a doffer lifts the full bobbins off the spinning machines and puts in an empty one for the machine to fill up next. Some children who work as doffers a long time become bent almost double as they lean over their machines and can never straighten up again. A piecer is a child who ties threads together again when they snap on the machine. One piecer was found to walk twenty miles in her twelve hour shift.

The machines slow down at half past seven for ten minutes while the mechanics oil the engine. We have a quick breakfast of tea and bread and butter. The engine speeds up again until mid day when it stops for an hour. We have to clean our machines for about twenty minutes before we can go outside and have our lunch. It is good to get out into the fresh air. The inside of the mill is hot and damp and the air is full of cotton fibres. They make people cough and wheeze. Sometimes they spit up blood and get a disease called consumption which kills them.

The engine starts again at one o'clock and we work until five o'clock when it slows down again for twenty minutes. We have tea then but as soon as the engine picks up speed again we are back at work until seven o'clock.

I go home with John, my younger brother. He works as a scavenger. This means he crawls under the spinning machines and cleans out the fluff that collects there. He shows me his bruises because he was caught having a nap by his machines. The overlooker beat him with a strap.

When we get home we have a little more food but are really too tired to eat it and go straight to bed. It only seems a moment before there is a banging on the bedroom window again.



Working in a mill

Age range

- Years 3/4 (SP4/5).
- Years 5/6 (SP6/7).

Resources

Copies of the worksheet. Dictionary.

Using the worksheet

This activity can be used to follow on from activity **1B** 'Spinning and weaving'. It takes the story of these two textile processes into an industrial context and highlights the activities of the workers and some of the conditions in which they worked. After the students have performed the comprehension tasks and used the dictionary, they can use the text on the worksheet again for activity **3B**. The story here is a fictitious one but it is based on fact. Mills were sometimes called after their engines. Two real examples are the 'Puff and dart' and 'Bang the nation'.

Younger students

The students should use a dictionary to look up the meanings of bobbin, consumption, loom, overlooker. They should then answer these questions.

Questions (and answers)

Write these questions on the board for the students to try. (Answers in brackets.)

1. What time was Edith woken up? (4.30am)
2. How long did it take Edith to get to the mill after she had woken up? (1 hour)
3. Why do you think she did not want to be late? (She did not want to be fined)
4. Where did Edith go at lunch-time? (Outside)
5. Why was John beaten? (Because he had a nap)
6. Why do you think Edith and John were tired? (Because they had worked all day)

More able students can try the questions for the older students.

Outcomes

The students can:

- Extract information from a text.
- Appreciate some of the conditions endured by people working in a Victorian mill.

Older students

The students should use a dictionary to look up the meanings of bobbin, consumption, loom, overlooker. They could start by answering the questions set for younger students then move onto these questions. (Answers in brackets.)

Questions (and answers)

Write these questions on the board for the students to try.

1. Why do you think someone came round to the workers' houses to wake them. (They did not have alarm clocks).
2. How could you tell if a person had worked as a doffer a long time? (They walked bent up. They could not straighten up).
3. Why was the inside of a mill an unhealthy place? (The air is full of cotton fibres that make people cough, wheeze and develop consumption which is fatal).
4. Why do you think the machines need to be kept clean? (Cotton fibres get into the machinery and stop it working).
5. What do you think an overlooker does? (Supervises the work and punishes people who are not working).

Outcomes

The students can:

- Extract information from a text.
- Appreciate some of the conditions endured by people working in a Victorian mill.



Name:..... Form:.....

Based on **pages 8 and 9** of *How life changed in Victorian times*

How does your day compare?

Compare your school day with a day working in a Victorian mill by using the information on sheet **3A**.

Edith said that a piecer may walk twenty miles in twelve hours. A mile is 1,600 metres. This means that a piecer walks $20 \times 1,600 = 32,000$ metres in twelve hours. and $32,000/12 = 2,666$ metres per hour or 44 metres per minute.

1. Measure out 44 metres and walk it in a minute. Imagine doing that for twelve hours.

2. How many metres do you walk in an hour spent in the classroom?



3. If you were to work in the classroom for twelve hours how far would you walk?





How does your day compare?

Age range

- Years 3/4 (SP4/5).
- Years 5/6 (SP6/7).

Resources

Copies of the worksheet. Copies of worksheet **3A**.
Metre rule or long measuring tape (sports tape).
Part of the school at least 44 metres long.

Using the worksheet

The information on worksheet **3A** gave times of work at a mill. Let the students work out the times to fill in on this worksheet from this information. Let the students work out the times for their own school day. They can then compare them to appreciate the long hours that Victorian children in the mills worked.

Let them work in pairs or as a class group to see how far a pacer may walk in a minute. Let the students walk this distance either at their own pace or by taking a minute. They may find that they could walk this distance much faster but they need to be reminded that they have to do that for 720 minutes every day!

Younger students

Some students may need help in extracting the times of work and rest from the text on worksheet **3A**.

Outcomes

The students can:

- Extract information from a text.
- Construct a timeline of the school day.
- Make comparisons between working in a Victorian mill and a 21st century school.

Older students

The students can work out the hours spent working and relaxing in a Victorian mill and their school. They should note that the workers in the mill only have a 40 minute lunchbreak even though the engine stops for an hour.

Outcomes

The students can:

- Extract information from a text.
- Perform calculations on the information.
- Make comparisons between working in a Victorian mill and a 21st century school.



Name:..... Form:.....

See **pages 10 and 11** of *How life changed in Victorian times*

A day in the workhouse

Here is the timetable, meals and work for a day in the workhouse.

6.00 am	Time to get up	A bell is rung to wake the paupers. Prayers are said.
6.30 am	Breakfast time	Breakfast – Seven ounces of bread, one and a half pints of gruel.
7.00 am	Time for setting to work	Work – Breaking stones, making sacks or picking oakum (a tar covered rope). The rope was unravelled and the tar removed.
12.00 noon	Dinner time	Dinner – Seven ounces of bread, one ounce of cheese.
1.00 pm	Time for setting to work	Work – Breaking stones, making sacks or picking oakum.
6.00 pm	Time for finishing work	
6.00 pm – 7.00 pm	Supper time	Supper – Seven ounces of bread, one ounce of cheese.
8.00 pm	Bedtime	Prayers are said before bedtime.

One day a week dinner is fourteen ounces of suet pudding with vegetables.

Another day a week dinner is fourteen ounces of meat pudding with vegetables.

Conversion of measures

One ounce approximately 28g.

One pint = 570 ml



A day in the workhouse

Age range

- Years 3/4 (SP4/5).
- Years 5/6 (SP6/7).

Resources

Copies of the worksheet. Old piece of rope, measuring jug, weighing scales, watery porridge (gruel), bread and cheese.

Using the worksheet

People only entered the workhouse if they were destitute. Poor people who entered the workhouse were called paupers. You may like to explain a little about admission into the workhouse. The pauper would sit in a waiting room and then be interviewed by workhouse staff. If a family was being admitted to the workhouse, the men and women and children would be split into different groups and they would live and work separately. The paupers would then have a wash and exchange their clothes for workhouse uniforms.

Younger students

If the students have done the activity **3B** they could compare a day in the workhouse with a day working in a mill and a day at their school. They could answer the following questions. You could measure out some gruel using the recipe on page 19 and cut some bread and cheese and weigh it to show the amounts provided at each meal. The students should note that the measures given are for men. Women had an ounce less of bread and a quarter of an ounce less of cheese. They also had two ounces less of puddings and vegetables.

Questions (and answers)

Write these questions on the board for the students to try.

1. How long is allowed to eat breakfast, dinner and supper? (Two and a half hours.)
2. For how many hours did the paupers work in the morning? (Five hours.)
3. For how many hours did the paupers work in the afternoon? (Five hours.)
4. Take a piece of rope and unravel it. What do you think it would be like to be unravelling rope all day?

Outcomes

The students can:

- Make comparisons from information in a text.
- Make calculations on information in the text.
- Perform a simple task and empathise with people in the past.

Older students

If the students have done activity **3B**, they could compare a day in the workhouse with a day working in a mill and a day at their school.

If you have prepared some gruel as suggested on page 19, you could let the students use a measuring jug to measure out a portion into a bowl. If the students' behaviour is appropriate you could let them cut up some bread and cheese and weigh them to see what a meal looked like. The students should be made aware of how to use the conversion table.

The students could also take a piece of rope and unravel it. They could time how long it took them. They could now calculate how many hours a day they would have to spend unravelling rope in the workhouse and comment on how they would feel doing it.

Outcomes

The students can:

- Make comparisons from information in a text.
- Make calculations on information in the text.
- Use a conversion table to measure out food.
- Perform and time a simple task and empathise with people in the past.



Name:..... Form:.....

Based on **pages 10 and 11** of *How life changed in Victorian times*

Walter the bird scarer

Children had many jobs to do in the countryside. Here Walter tells you about his job and the jobs of other children who live in the countryside.

“Hello. I’m Walter and I’m nine years old. It is early spring and I am alone in this field. I haven’t seen anyone for ages. I am here to scare away birds which come to feed on the newly growing corn. There’s a flock of rooks arriving now.

“Shoo aller you birds, Shoo aller you birds. Sorry, that’s what I shout and you see they have gone into the next field. Tom is working there. He is a bird scarer too but he has got a rattle. He spins it round and it clatters away. See the birds are up in the air again.

“My brother Henry ploughed this field a few weeks ago. He is eleven. When he is ploughing he leaves home at half past five, goes to the farm, cleans out the stables, gets the horses out, has his breakfast of bread, cheese and cider then he is off to the fields. He ploughs till noon then has a quarter of an hour for his lunch then he is back ploughing again until three. Then he takes the horses back to the farm, feeds them and gets their stable ready. He’s home for about seven and has a meal with us of potatoes and bacon then he’s off to bed by eight o’clock.

“Before Henry ploughs the fields, a gang of about forty children go over them and collect stones so the plough won’t be harmed. The children are only about eight. A man comes with them. He has a whip to keep them in order. Later in the year the children work at weeding the fields.

“When the corn is grown, everyone comes from the village to help get the crop in. The men sweep their scythes through the corn and cut it down, the women and children follow behind gathering the corn into sheaves.

“When the corn has gone to the miller, some of the straw is used by young children. My sister, Martha, who is only three, works at plaiting the straw so it can be used to make straw hats for rich people to buy.

“Another job we all do in autumn is collect acorns which have fallen from the oak trees. We sell them to the farmer for his pigs.

“Oh are you going? Well it was nice to talk to you. I can work ten hours in this field and never see any one. I get so bored I carve pieces of wood just to pass the time.

“Goodbye.”



Walter the bird scarer

Age range

- Years 3/4 (SP4/5).
- Years 5/6 (SP6/7).

Resources

Copies of the worksheet.

Using the worksheet

You may like to use this worksheet earlier if you are considering the movement of people from the countryside to the town. The aim of the activity is to show that children did not live an ideal existence in the countryside as many Victorians were encouraged to believe. Children were set to work as soon as they were able and carried out a range of jobs. They often worked with their parents and when they moved into towns they continued to work with their parents in mills and mines.

The rattle referred to in the text is rather like an old fashioned football rattle. The call Walter makes is similar to a real call made by bird scarers. If you are having a Victorian day, one of the students may like to dress up as a bird scarer – just ordinary Victorian clothes and use an old football rattle or make the call Walter uses.

Younger students

Questions (and answers)

Write these questions on the board for the students to try. (Answers are in brackets.)

1. How many birds does a bird scarer scare away? (By shouting “shoo aller you birds” or by using a rattle.)
2. Name a kind of bird that is scared away. (Rooks)
3. What is the difference in age between (a) Walter and Henry (2 years), (b) Walter and Martha? (6 years)
4. How many hours is Henry away from home when he is working as a plough boy? (Thirteen and a half hours.)
5. If you were nine, what jobs might you have done in the countryside? (Scaring birds, collecting stones from the fields, gathering the cut corn into sheaves, collecting acorns.)

Outcomes

The students can:

- Extract information from a text.
- Perform a simple calculation on information in the text.

Older students

Questions (and answers)

Write these questions on the board for the students to try. (Answers are in brackets.)

1. What are the farming activities described in the text? (Ploughing, harvesting.)
2. Which job is done in the field before ploughing and who does it? (Picking up stones is done by a group of children aged around 8.)
3. Look at your answers to Activity 3 B. How does Henry's day as a plough boy compare with (a) Edith's day in the mill, (b) your school day?

Outcomes

The students can:

- Extract information from a text.
- Perform a simple calculation on information in the text.
- Compare daily timetables from the past with the present.

Spread 5 and 6 (pages 12–15)

How conditions improved



▶ **5 A**

▶ **5 B**

▶ **6 A**

▶ **6 B**

This is an important topic concerning the forces that resulted in the change of working conditions for children.

It is also a rather complex subject involving individual philanthropists, people of popular standing and politicians. It also all happened in an age of changing enlightenment of the middle classes as a whole.

It is a very good example of how real life changes occur and how imperfectly we proceed to better conditions. The principles are as true today as they were then.

The section begins by giving an example of a factory owner who has suddenly realised that the conditions his workforce are obliged to work in are worse than he had realised.

This is an important extract because it does reflect genuine concern and the fact that the seriousness of the conditions had not until that time been realised. It provides an opportunity to show that many people had genuinely not noticed that what they were doing was harsh and unacceptable. It was how society was, and most people took it for granted. (You might like to make a comparison with the slave trade, another outrage on humanity which was simply taken as the status quo for hundreds of years because the moment in society was not right

for people to realise it was unacceptable.) On a contemporary theme, it is only recently that we have introduced a legal minimum wage nationally and before that employers were worried that they would go out of business if it was introduced. And we live in what we think of as enlightened times. Students can conclude from this that our ideas of right and wrong are continually shifting.

It may be worth pointing out to students that this was a time of increasing prosperity and so it was actually possible to ease conditions and for employers to survive, as it is today.

So the economic conditions were right. But it still required a wide range of people to drive the changes forward. Notice how wide a spectrum of people this involved. Students should also notice that it was possible to improve the conditions of children in two quite different ways and at different scales. On the local level were Robert Owen and Dr Barnado, who saw a need and began to address it personally.

On a popular level were authors, whose popularity meant that they were able to reach a wide audience and introduce them to poor conditions through interesting works of literature.



WHAT WAS LIFE LIKE FOR VICTORIAN CHILDREN?

Question: "At what age do you take children into your work?"

Robert Owen: "At five and upwards."

Question: "Why do you not employ children at an earlier age?"

Robert Owen: "Because I consider it to be injurious (harmful) to the children, and not beneficial to the proprietors (owners)."

Question: "Do you give instruction to any part of your population?"

Robert Owen: "Yes. To the children from three years old upwards, and to every other part of the population that I choose to instruct."

Question: "If you do not employ children under ten, what would you do with them?"

Robert Owen: "Instruct them, and give them exercise."

Question: "If Mr. Robert Owen was called before a committee by the House of Commons to answer questions about child labour in textile factories, how do you think he would answer?"

Change happens when people begin to see that what is going on needs improving. For example, Robert Owen, who founded a textile mill in New Lanark near Glasgow (Glasgow, 2, and 3), believed that children who get better food and worked shorter hours would do at least as much work. He set out to prove this in his own factory. Owen founded the industry by trying to convince others and owners that they could not lose money by improving conditions. But he alone was not able to bring about change. Factory acts and bills, that placed an important role in setting up public opinion.

In 1825, for example, Francis Yonge wrote a novel about the life of young factory workers. It was called *Michael Armstrong: Factory Boy* and highlighted the appalling conditions in factories. Charles Dickens was doing the same in some of his novels.

There were also people who worked at improving the lot of the poor directly. One of the best known of these was Dr Thomas John Barnardo, who built homes for orphan children who would otherwise have slept rough. In these homes they could eat and be given the care they were given food and helped to learn to read.

But in the end it was up to the politicians to make real and lasting changes.

Changing attitudes

Because of the growing public outcry about child labour, the government eventually set up a committee to investigate the issue. As part of its work, it asked children what their work was like. There is the reply of one child who worked in a textile factory.

I have frequently worked at the home of a cousin's parents, and as they have been employed by people of the same class, neither on childing (spinning) nor on the factory. And I was not the only master during the day. I frequently attended the clock, and calculated how much yarn I had spun in certain of week. My earnings were spent in purchasing for the following day - in clothing my brother, sister, and myself with all, and I went to bed as you would be sorry to hear that the work would be done by myself before morning."

Most factory owners didn't believe that conditions were so bad as the children said until they went back to their own factories and looked at their workers' conditions. For example, one factory owner wrote:

"At a meeting in Manchester a man (named) that a child in the mill walked home from nine o'clock, and returned to the mill at eleven. I thought, 'What a poor little fellow! I must have heard my own factory, and with a clock before me. I walked in a mill of work, and being overworked for some time, I then calculated the distance she had to go in a day, and to my surprise, I found it nothing what of heavy work.'"

New laws

The first government law - called an **Act of Parliament** - was introduced in 1833, after a campaign in Parliament by Lord Ashley (later the Earl of Shaftesbury). It said:

"No person under the age of eighteen years shall be employed in any such mill or factory more than ten hours in any one day, nor more than forty-nine hours in any one week... and he is further enacted that there shall be allowed in the course of every day, not less than one and a half hours for meals in every such person... (before) factory work commencing (at) 5 o'clock a week."

Problems: The act only applied to children working in textile mills. But throughout Victorian times, more Acts of Parliament were needed to improve conditions for children working in mines and elsewhere.

In 1842 the Mines Act meant it illegal for children under ten to be employed underground in mines, and in 1844 the Factory Act made it illegal to employ children between eight and fourteen years for more than six and a half hours per day.

However, it took until 1847 for the working day for women and children in textile factories to be restricted to ten hours and it took until the 1870s before these better conditions applied to all places other than the mills.

In 1876 the Education Act set up schools for all children. As the first step, taking young children away from factories for work (see pages 26-27).

WHAT WAS LIFE LIKE FOR VICTORIAN CHILDREN?

Question: "At what age do you take children into your work?"

Robert Owen: "At five and upwards."

Question: "Why do you not employ children at an earlier age?"

Robert Owen: "Because I consider it to be injurious (harmful) to the children, and not beneficial to the proprietors (owners)."

Question: "Do you give instruction to any part of your population?"

Robert Owen: "Yes. To the children from three years old upwards, and to every other part of the population that I choose to instruct."

Question: "If you do not employ children under ten, what would you do with them?"

Robert Owen: "Instruct them, and give them exercise."

Question: "If Mr. Robert Owen was called before a committee by the House of Commons to answer questions about child labour in textile factories, how do you think he would answer?"

Change happens when people begin to see that what is going on needs improving. For example, Robert Owen, who founded a textile mill in New Lanark near Glasgow (Glasgow, 2, and 3), believed that children who get better food and worked shorter hours would do at least as much work. He set out to prove this in his own factory. Owen founded the industry by trying to convince others and owners that they could not lose money by improving conditions. But he alone was not able to bring about change. Factory acts and bills, that placed an important role in setting up public opinion.

In 1825, for example, Francis Yonge wrote a novel about the life of young factory workers. It was called *Michael Armstrong: Factory Boy* and highlighted the appalling conditions in factories. Charles Dickens was doing the same in some of his novels.

There were also people who worked at improving the lot of the poor directly. One of the best known of these was Dr Thomas John Barnardo, who built homes for orphan children who would otherwise have slept rough. In these homes they could eat and be given the care they were given food and helped to learn to read.

But in the end it was up to the politicians to make real and lasting changes.

Changing attitudes

Because of the growing public outcry about child labour, the government eventually set up a committee to investigate the issue. As part of its work, it asked children what their work was like. There is the reply of one child who worked in a textile factory.

I have frequently worked at the home of a cousin's parents, and as they have been employed by people of the same class, neither on childing (spinning) nor on the factory. And I was not the only master during the day. I frequently attended the clock, and calculated how much yarn I had spun in certain of week. My earnings were spent in purchasing for the following day - in clothing my brother, sister, and myself with all, and I went to bed as you would be sorry to hear that the work would be done by myself before morning."

Most factory owners didn't believe that conditions were so bad as the children said until they went back to their own factories and looked at their workers' conditions. For example, one factory owner wrote:

"At a meeting in Manchester a man (named) that a child in the mill walked home from nine o'clock, and returned to the mill at eleven. I thought, 'What a poor little fellow! I must have heard my own factory, and with a clock before me. I walked in a mill of work, and being overworked for some time, I then calculated the distance she had to go in a day, and to my surprise, I found it nothing what of heavy work.'"

New laws

The first government law - called an **Act of Parliament** - was introduced in 1833, after a campaign in Parliament by Lord Ashley (later the Earl of Shaftesbury). It said:

"No person under the age of eighteen years shall be employed in any such mill or factory more than ten hours in any one day, nor more than forty-nine hours in any one week... and he is further enacted that there shall be allowed in the course of every day, not less than one and a half hours for meals in every such person... (before) factory work commencing (at) 5 o'clock a week."

Problems: The act only applied to children working in textile mills. But throughout Victorian times, more Acts of Parliament were needed to improve conditions for children working in mines and elsewhere.

In 1842 the Mines Act meant it illegal for children under ten to be employed underground in mines, and in 1844 the Factory Act made it illegal to employ children between eight and fourteen years for more than six and a half hours per day.

However, it took until 1847 for the working day for women and children in textile factories to be restricted to ten hours and it took until the 1870s before these better conditions applied to all places other than the mills.

In 1876 the Education Act set up schools for all children. As the first step, taking young children away from factories for work (see pages 26-27).

This had an effect on some others. But to force a national change required legislation, and so this is where the role of politicians became important. Politicians had to be personally motivated, for they largely did not have to worry about elections as politicians do today.

None of it was accomplished quickly, but the changes were profound, no more so than the introduction of compulsory education.

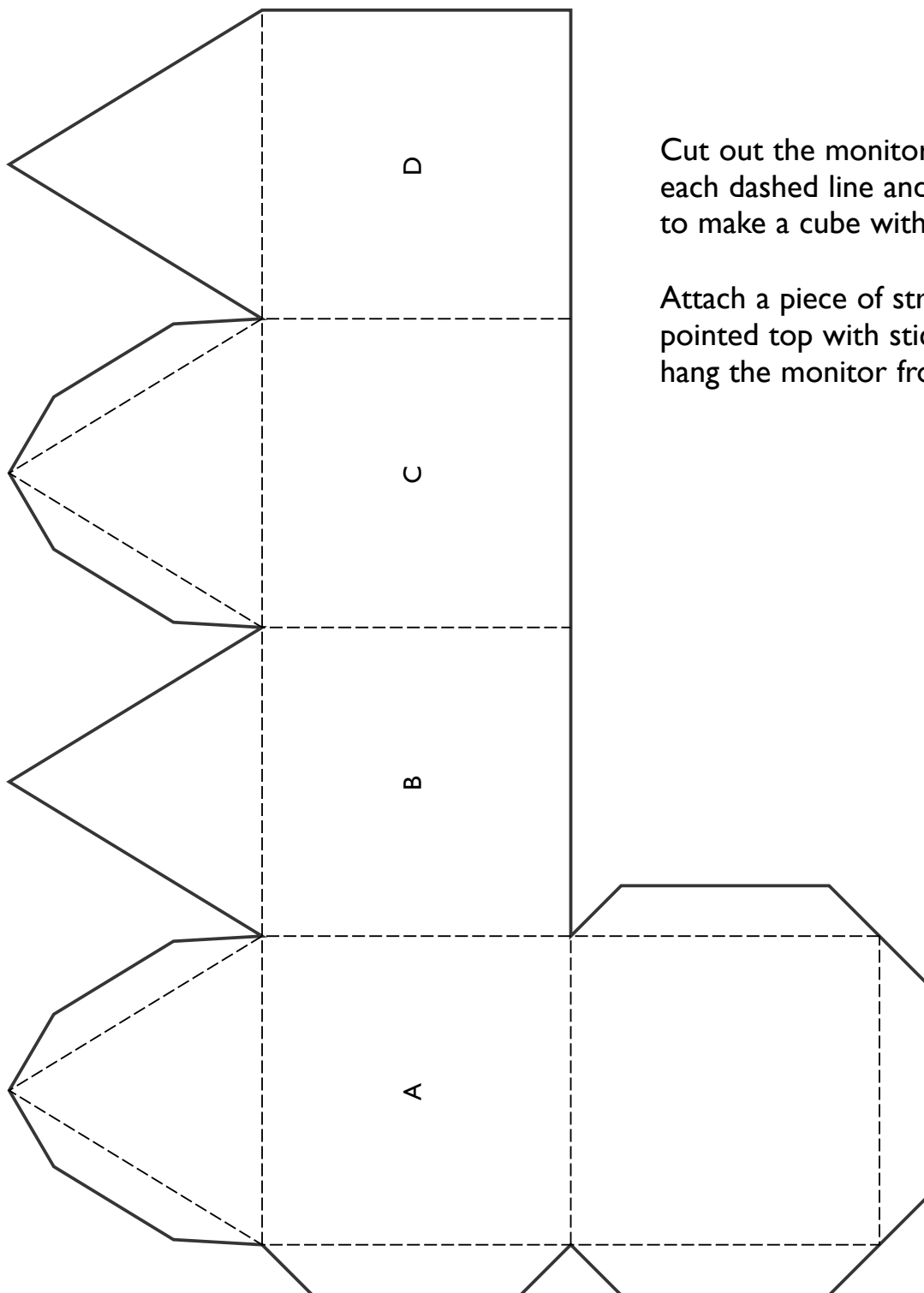
How life changed in Victorian times Teacher's Resources

51

© 2011 Atlantic Europe Publishing

Owen's monitor

Colour in each section as follows. Leave A as white, colour B yellow, colour C blue and colour D black.



Cut out the monitor, fold along each dashed line and glue the tabs to make a cube with a pointed top.

Attach a piece of string to the pointed top with sticky paper and hang the monitor from your chair.



Owen's monitor

Age range

- Years 3/4 (SP4/5).
- Years 5/6 (SP6/7).

Resources

Copies of the worksheet. Blue, yellow and black pencils or felt tips, scissors, sticky paper, string.

Using the worksheet

In activity **3A** mention was made of a child being beaten for sleeping. Corporal punishment was widespread in mills. It was meant to be an incentive for children to behave well. Robert Owen decided that children should be encouraged to work well without being beaten and so he introduced the monitor. This was a coloured wooden block which was hung from their machines. The side facing outwards from the machine displayed the conduct of the child. White was excellent, yellow was good, blue was neither good nor bad, black was 'excessive naughtiness'. The supervisor (or overlooker) judged the child's conduct and turned the monitor to display an appropriate colour.

When your students have made the monitor they can hang it from their chairs. You can then go round and turn the monitor to the appropriate colour as they continue with their work. You may ask the students how they feel about their conduct being assessed in this way. You may ask them how they think Victorian mill children may have liked the idea of a monitor (which, of course, they preferred to a beating).

Younger students

Some of the students may need help in assembling the monitor.

Outcomes

The students can:

- Make a simple model.
- Appreciate how workers could be encouraged to work without being beaten.

Older students

The students may like to perform a simple task from a craft lesson – sewing, perhaps, and you or one of them act as a supervisor.

Outcomes

The students can:

- Make a simple model.
- Appreciate how workers could be encouraged to work without being beaten.

Charles Dickens

Charles Dickens' novels described the life of the poor in Victorian times.

Charles Dickens was born in Portsmouth in 1812. His family moved to London and by 1824 his father had been put in jail because he was in debt and could not pay people to whom he owed money. Charles' mother and younger brothers and sisters stayed in jail with his father. As Charles was old enough to work, he was employed at a warehouse where he wrote labels and stuck them on pots of paste which were used to make shoes black. The warehouse was filthy and infested with rats. At night Charles stayed at a lodging house and he visited his family on Sundays.

Three years later Charles became a solicitor's clerk. Two years after that he became a news reporter. In 1836 he wrote his first novel and continued to do so for another thirty-four years until he died.

Charles Dickens used the memories of his early life in poverty in London to make up the stories for his novels. The characters in his stories were made up from his memories of real people in his early life. Charles' stories were first published as serials in magazines and then, because they were so popular, they were made into books which you can still buy today.

Three characters that were well loved by Charles' readers in Victorian times were Oliver Twist in the novel *Oliver Twist*, Little Nell in the novel *The Old Curiosity Shop* and Paul Dombey in the novel *Dombey and Son*. Oliver Twist overcame a hard life of poverty but Little Nell and Paul Dombey both died. The sadness in the stories and the poor conditions in which the characters lived horrified many middle-class and upper-class people. This led to the passing of laws to improve the lives of the poor. Here are some examples of the laws.

In 1864 it was made illegal to employ children as chimneysweeps. In 1868 it was made illegal for children under eight years old to be employed on a farm. In 1869 people could no longer be put in jail for debt.

1. How old was Charles Dickens when he went to work in the warehouse?

2. In which year did Charles Dickens: (a) become a solicitor's clerk

(b) become a news reporter (c) die?

3. What were Charles Dickens' novels about?

.....

4. What did middle-class and upper-class people think about the stories?

.....

5. How did Charles Dickens' books help to improve the lives of the poor?

.....



Charles Dickens

Age range

- Years 3/4 (SP4/5).
- Years 5/6 (SP6/7).

Resources

Copies of the worksheet.

Using the worksheet

You may like to use this activity as a cross curricular exercise with your work in English. After the work has been completed, you may like to read to the class a short passage from one of Dickens' novels which introduces one of the children. For example, in *The Old Curiosity Shop* you could begin at the seventh paragraph in chapter 1 where Little Nell asks for directions and read on for a few pages until her grandfather is introduced. Alternatively you may select a short passage from either *Oliver Twist* or *Dombey and Son* which describes Oliver Twist or Paul Dombey. A reading from Dickens may be a suitable way to end a Victorian Day.

Younger students

Some of the students may need help with question five. You could ask the students how long did Dickens live. You could ask the students to write a story about one of their pets or a favourite relative as an example of writing about childhood memories.

Outcomes

The students can:

- Extract information from a text.
- Appreciate how literature can cause changes in society.

Answers

1. 12
2. (a) 1827, (b) 1829, (c) 1870
3. The conditions in which his poor characters lived, and how they are affected by these.
4. They were horrified at the sadness and the conditions of the poor.
5. Laws were passed to improve the lives of the poor.

Older students

The students can work on their own. They could work out the age of Charles Dickens when (a) he became a solicitor's clerk, (b) he became a newspaper reporter, (c) he wrote his first novel, (d) he died. You may like the students to reflect on the fact that Dickens' first writing job was writing labels. You may discuss with the students what they would like to write a story about and what experiences in their lives they might use in it.

Outcomes

The students can:

- Extract information from a text.
- Appreciate how literature can cause changes in society.
- Perform calculations on information.
- Consider the use of experiences in the writing of stories.



Name:..... Form:.....

Based on **pages 14 and 15** of *How life changed in Victorian times*

William Booth and the Salvation Army

William Booth began his work in Victorian times and it is still being done by the Salvation Army today.

William Booth was born in a terraced house in Nottingham in 1829. His father was a nailmaker but when nailmaking machines were set up in factories he lost his job and died in poverty.

William found work at a pawnbrokers shop. Poor people came into the shop to pawn their possessions for money. For example, a poor woman would pawn a ring to use the money to buy food and to pay her rent. The pawnbroker would keep the ring but after a certain time, if the woman did not repay the money, the ring would be sold. Dealing with poor people in this way made William think about how he could make things better for them.

William became a Methodist minister and helped spread Christianity. He became a very popular preacher and in 1865 set up Booth's Christian Mission which was not part of the Methodist Church. The purpose of the mission was to help the poor in the eastern part of London. The work was very hard and helpers were difficult to find.

In 1878 William renamed his Mission the Salvation Army and a uniform was developed for its members. This proved very popular and the Salvation Army began to increase in numbers. The main purpose of the Salvation Army was a religious one – helping people to become Christians – but it had a second major purpose – to improve the conditions of the poor. Salvation Army officers helped people find work, provided cheap meals and found lodgings for the homeless. William Booth died in 1912 after seeing his idea become a huge success.

The Salvation Army is still a major force in helping poor people today. It provides care for the elderly by helping them in their own homes or taking them into their residential homes. It provides care for the young with playgroups, and before and after school clubs. It supports recovering alcoholics and drug addicts. It helps people in prison and prepares them to make a better life when they are released. People who run away from their families can be traced by the Salvation Army and helped to return. When there is a disaster, such as a fire or flood, the Salvation Army works with the emergency services to provide food, shelter and clothing for the survivors.



William Booth and the Salvation Army

Age range

- Years 3/4 (SP4/5).
- Years 5/6 (SP6/7).

Resources

Copies of the worksheet.

Using the worksheet

The aim of this activity is to provide a link between Victorian times and the present. William Booth began his work in response to his experience of living and working among the poor. These conditions are still present today and the work begun by Booth is continued by the Salvation Army. You may like to link this activity with work on religious studies or citizenship. The subject may need treating with sensitivity.

Questions (and answers)

Write these questions on the board for the students to try.

1. Does William Booth's birthplace – a terraced house – suggest that his family were rich or poor? (Poor)
2. How did the Industrial Revolution affect William's father? (It lost him his job as a nailmaker.)
3. Why did the poor go to the pawnbroker? (To raise funds by selling possessions.)
4. How old was William when he (a) set up his Christian mission (36), (b) the Salvation Army (48), (c) died? (83)
5. How may the Salvation Army help people at different times in their lives? (For young people it provides playgroups and before and after school clubs. It provides help for people who are addicted to alcohol or drugs, and people in prison. It helps people who have run away from home or who have experienced a disaster such as a fire or flood.)

Younger students

The questions can be used to stimulate a discussion about poor people in Victorian times and today and be simply answered orally in class.

Outcomes

The students can:

- Extract information from a text.
- Perform simple calculations on information.
- Interpret information.

Older students

The students can attempt the questions on their own then compare their answers. You may like to lead a discussion on poverty today both in the UK and worldwide.

Outcomes

The students can:

- Extract information from a text.
- Perform simple calculations on information.
- Interpret information.



Name:..... Form:.....

Based on **pages 14 and 15** of *How life changed in Victorian times*

Lord Shaftesbury and Doctor Barnardo

was a member of the government. Laws to govern the country are set out in documents called Acts of Parliament. The Acts of Parliament have to be approved by the people in the government before the laws can be used. Lord Shaftesbury

was responsible for seeing that the Coal Mines Act (1842) and the Factory Acts (1847, 1850 and 1859) were approved by the people in government. These acts contained laws that improved the working conditions of poor people.

In the early part of Queen Victoria's reign parents had to pay for their children to attend school. As many parents had hardly enough money for food and rent, they could not afford to send their children to school and the children remained unable to read or write. In the early 1840s Lord Shaftesbury helped to set up ragged schools. Money was provided to set up the schools and the children could attend without paying. The ragged schools were so successful that in London 300,000 children had attended them by 1881.

was born in Dublin and attended a Sunday school, a parish school and a grammar school. When he left school at the age of 16 he went to work for a wine merchant but after a year he began teaching the Christian religion in a ragged school in London.

He became so enthusiastic about working with the poor and improving their conditions that he decided to become a doctor. He became so busy working with the poor that he did not qualify as a doctor until 1880.

While Thomas Barnardo was working at a ragged school, he discovered that when the children left the school, many of them slept wherever they could. Some even slept on the roof tops. These children were orphans or had run away from cruel parents or employers. Thomas Barnardo decided to set up homes for these children. He did not have any money but asked wealthy people like Lord Shaftesbury to help him. The first home was started in 1870. By Doctor Barnardo's death, 96 homes had been set up in which nearly 8,000 children lived.



Lord Shaftesbury and Doctor Barnardo

Age range

- Years 3/4 (SP4/5).
- Years 5/6 (SP6/7).

Resources

Copies of the worksheet. Optional for younger students – resources about how Parliament works. Optional for older students – resources on Acts of Parliament and on the plight and care of poor children.

Using the worksheet

If the students have tried activity **3A** you may like to refer to it again now and remind them of the conditions in which poor people worked. You can tell the students that the conditions were so bad because there were no laws to control them. Employers could treat their workers badly without breaking the law. This may need emphasising as today laws and rights form large portions of news broadcasts. This will help to show the importance of people like Lord Shaftesbury who worked hard to improve the conditions of the poor. It is true that he was in a privileged position in society but Doctor Barnardo came from a humble background. His father was a furrier. However by his enthusiasm and energy he, too, was able to improve the conditions of poor children.

Younger students

You may like to use other resources to examine how Parliament works before the students try the activity. The students could then try these questions.

Questions (and answers)

Write these questions on the board for the students to try.

1. How long did Lord Shaftesbury live? (84 years)
2. Where are laws to govern the country set out? (In Acts of Parliament.)
3. Which Act of Parliament helped people working in mines? (Coal Mines Act 1842)
4. Which Acts of Parliament helped people working in mills? (Factory Acts 1847, 1850 and 1859)
5. What kind of school did Lord Shaftesbury help to set up? (Ragged schools.)

6. In which kind of school did Thomas Barnardo start working? (A ragged school.)
7. How old was Thomas Barnardo when he opened his first home? (25)
8. How old was Thomas Barnardo when he became a doctor? (35)

Outcomes

The students can:

- Extract information from a text.
- Perform simple calculations on information in a text.

Older students

The text in this activity is set out to describe Acts of Parliament simply to make the information accessible to younger students. You may like to study Acts of Parliament in more detail as part of work on citizenship. The students could try these questions.

Questions (and answers)

Write these questions on the board for the students to try.

1. How old was Lord Shaftesbury when Victoria was made queen in 1837? (36)
2. How did poor people benefit from the Coal Mines Act? (It contained laws that improved their working conditions.)
3. How did poor children benefit from ragged schools? (They could attend without paying.)
4. How old was Thomas Barnardo when he went to work in a ragged school? (17)
5. Why were some of the children who came to ragged schools homeless? (They were either orphans or had run away from cruel parents or employers.)
6. If there were 8,000 children in 96 homes what would be the average number of children in a home? (Approximately 83.)

The students could follow up this work by researching the plight of poor children today in various parts of the world and what is being done to help them.

Outcomes

The students can:

- Extract information from a text.
- Perform simple calculations on information in a text.

Spread 7 (pages 16–17)

Why did children become healthier?

WHAT WAS LIFE LIKE FOR VICTORIAN CHILDREN?

Why did children become healthier?

During Victorian times, people's chances of living to old age improved greatly.

As we have seen life was tough for most people in Victorian times. But despite this, fewer children died and so the population grew quickly. How in the world of human history had this happened before, for what happened to many children living? The reason is a huge amount, but that they had become healthier.

Calling for change

There were three groups of people who were important in making Victorian children healthier:


- 1 Doctors, nurses and scientists who discovered how to prevent disease.
- 2 The politicians and newspapers who campaigned for cleaner working, living and better working conditions.
- 3 The engineers who cleaned up the water supply.

(The group could not have been successful without the other – all were needed.)

Doctors and nurses

During Victorian times, there was a great increase in the understanding of disease. People like the biologist surgeon Dr Joseph Lister and social hygienist Florence Nightingale (page 2) understood that disease could be reduced by cleanliness and by using chemicals called antiseptics.

(Often, like Dr Lister, these had records of diseases and found patterns that helped to understand how diseases like bacteria were spread.)



WHAT WAS LIFE LIKE FOR VICTORIAN CHILDREN?


were spread in polluted water (page 2) in France, meanwhile, Louis Pasteur made the first vaccine to keep off disease.

Clean water

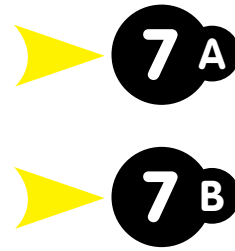
In early Victorian times, people thought that diseases were passed from person to person through the air. So they worried about how they could keep the spread of pollution away.

One way they did this was to build great water systems in cities. In some cities water to be used to open the dirty water away (page 2). The clean water returned the streets – and also the bacteria in the water that caused so much disease.

4 Florence Nightingale was important for her pioneering work in reducing infection in hospitals.




5 This is the way that Dr Lister became used to put the use of antiseptics. He saw that they could reduce the spread of disease in a simple water system. When people used the antiseptics, the bacteria could no longer use the politicians. The disease stopped. It was a clean sign that polluted water was the cause of disease.



There are several aspects to improving health, and this spread gives the opportunity of understanding what went wrong during Victorian times and also gives the chance to look at improving health here in the UK in the 21st century and in developing world countries.

The spread talks about contamination of water supplies. But other factors were important, too, and you may wish to bring these in to enhance the discussion.

One of these other factors was housing conditions. We are used to living in dry, warm houses with each person having their own bedroom or possibly sharing with just one other. We keep warm and dry by having double-walled houses and damp-proof courses set in them. These simple, unpretentious benefits are of enormous importance.

In early Victorian times, slum houses were going up at an enormous rate, often built by factory owners. But the people moving in to them were poor and so they could not afford to pay the kinds of rent that good housing would have needed. So the houses were built without any sanitation, but also without any damp-proof course, and with walls just a single brick thick.

Rooms were packed with people, and whole families lived in just one room. As one

part of the family came off shift, so they went into the bed that had just been occupied by the members of the family just going on to shift. Any infectious disease spread readily in these conditions. The rooms were always damp as rain soaked through the single brick walls.

Those who were worst off lived in the cellars, where the water from the rest of the house naturally accumulated.

Those who saw these conditions as a disgrace often referred to Manchester and the east End of London as the worst cases. John Kay published *The Moral and Physical Conditions of the Working Classes* in 1832, Engels wrote *The Condition of the Working Class in England* in 1844 based on the poor of Manchester and Edwin Chadwick published his *Report on the Sanitary Conditions of the Labouring Population* in 1842.

Coal burning both in homes and in factories produced smoke pollution on an epic scale. This, combined with poor nutrition and overwork meant that respiratory diseases were commonplace: bronchitis, pneumonia, tuberculosis and asthma being widespread.

Although things changed during the Victorian age, there was by no means a great improvement everywhere, especially in the slums. So, for example, life expectancy of a working man in Salford in the 1870s was still only 17 years.



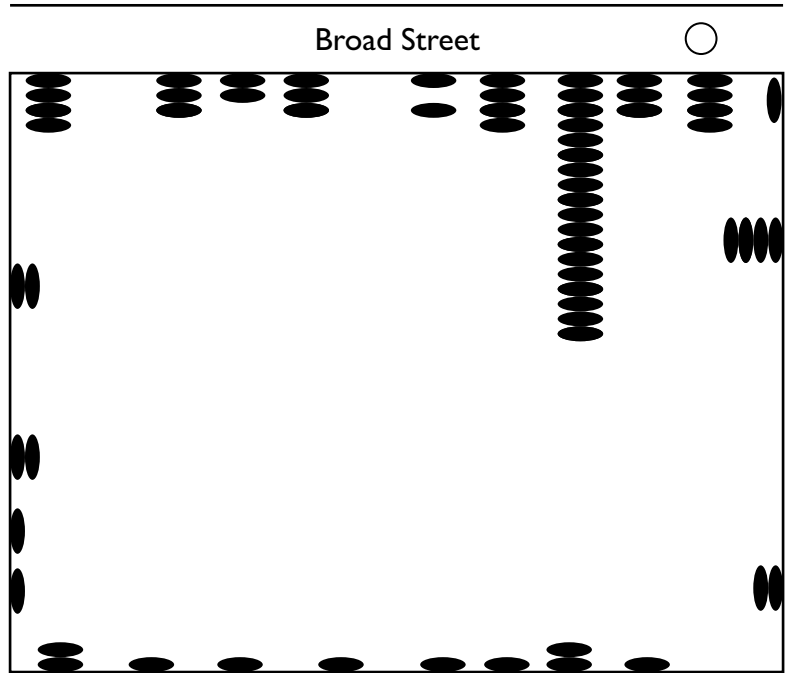
An important point to be made is that improving conditions needed a combination of people for health just as it did for working conditions. But health was an even more complicated issue because knowledge about disease was poor for so long. But while it is important to stress the work of Florence Nightingale and others, an equal amount of time could profitably be spent looking at the engineers like Sir Joseph Bazalgette who had long tried to improve sanitary conditions and who was finally given the finance to put schemes into practice that helped people nationwide become generally healthier. The story of Sir Joseph Bazalgette makes an interesting biographical project. He could be directly compared with Dr John Snow, because it was Bazalgette's schemes that put Snow's understanding into effect.

What does the map show?

This is a section of a map similar to that made by Doctor John Snow in 1855.

The map was made to investigate the cause of an outbreak of cholera in London. Cholera is a disease of the digestive system. People suffering from cholera vomit and have diarrhoea and can die in a week. In the early 1850s people were not sure what caused cholera. Doctor Snow believed that it was dirty water.

Doctor Snow recorded a death from cholera with a black line on a map showing the streets. A block of streets is shown on this diagram. The columns of black lines indicate the number of people who died of cholera at a particular house along the street. The circle marks the position of a water pump.



1. How many people died of cholera on Broad Street?

2. Does the map show that some people lived in over crowded conditions?

Explain your answer.

.....

.....

3. Do you think that there were some houses where nobody died of cholera?

Explain your answer.

.....

4. Why do you think Doctor Snow thought that the Broad Street water pump was the source of the disease?

.....

5. How do you think the map might have looked if the pump was not the source of cholera? You may alter the map to help you answer.

.....



What does the map show?

Age range

- Years 3/4 (SP4/5).
- Years 5/6 (SP6/7).

Resources

Copies of the worksheet.

Using the worksheet

You may like to begin by asking the students to draw a map of their street and to record the number of people living in each home. You can then tell them that Doctor John Snow used a street map to help explain why a disease broke out in a neighbourhood. He recorded how many died of cholera in each home.

Answers

1. 43.
2. Yes. There were 18 deaths in one house.
3. Yes. There are some spaces between the columns of black lines. This suggests that either there was not a house present or that there were no deaths. As houses were built close together, it suggests that the gaps were due to no deaths being recorded.
4. Most cases of cholera occurred close to it.
5. There would have been a similar number of black lines (perhaps about four) at all the houses in all the streets.

Younger students

Let the students work through the questions. They may need help to explain their answer to question 3.

Outcomes

The students can:

- Interpret information from a map.

Older students

Let the students work through the questions. You could add –

Why do you think there were more deaths at the house farthest from the pump on Broad Street than in some of the houses nearer the pump? Look for answers such as there may have been more people living in the house than the other houses. The people may have preferred to go to the pump on Broad Street than go to other pumps. They may have passed the pump on the way to work or school and drunk the water from it.

Outcomes

The students can:

- Interpret information from a map.
- Suggest explanations for anomalies in data.



Name:..... Form:.....

Based on **pages 16 and 17** of *How life changed in Victorian times*

Making water cleaner

The new industrial towns were built along the banks of rivers. Some of the water in the river was used in the steam engines in the factories and for processes in the making of goods, such as dyeing cloth. Some of the water was also used as drinking water by the people living in the towns. However, the river had another important task. It had to carry away all the waste from the town. Thirty million gallons (one gallon is 4.5 litres) of waste was released at Leeds into the River Aire in 1841. It contained water draining from dung hills, solid and liquid waste from water closets (toilets), hospital wastes such as dead leeches and poultices (soft materials for treating sores), unwanted flesh from slaughter houses, pig manure, dyes and other chemicals used in the factories, rotting plants and dead animals.

Similar wastes were released at London into the River Thames. The Thames at London is a tidal river. This means that its water level rises and falls just like the tide on a beach. The wastes were released at low tide, when it was hoped that they would flow out to sea but many of the wastes were carried back up the river when the water level rose again. In 1829 James Simpson, who was the engineer at Chelsea Waterworks invented a way of removing solids from water by filtering dirty water through sand. These sand filters were so successful that they were built at the water works of all other towns.

Make your own sand filter

1. Put a piece of cotton wool in a funnel.
2. Pour dry sand on top of the cotton wool until half the funnel is full of sand.
3. Mix some soil and water in a beaker.
4. Place the funnel over an empty beaker.
5. Pour the dirty water into the sand filter.
6. Compare the filtered water with the dirty water.



Making water cleaner

Age range

- Years 3/4 (SP4/5).
- Years 5/6 (SP6/7).

Resources

Copies of the worksheet. A filter funnel or use scissors to cut off the top of a plastic drinks bottle (you must prepare these before the lesson by cutting off a section of the bottle about seven centimetres below the top of the neck). Two beakers (or just one and you could use the other part of the bottle as a large beaker and invert the top so the neck points down into the bottle), dry sand, soil which has been collected from an area not fouled by dogs (or potting compost), spoon, bucket, measuring jug.

Secondary sources about water works (optional for older students).

Using the worksheet

You may like to use this activity after **7A**. The idea that poor water supply was linked with ill health was not widely accepted at the beginning of Victorian times. Instead, they thought disease was carried by the smell of the water. It was John Snow's work that provided the evidence as described in the previous activity.

In this activity the concept of the engineer is introduced. An engineer is a person who uses scientific principles in the design of machines and a range of larger constructions.

While the students may accept the idea of an engineer working with machines they may be unfamiliar with the work of engineers who build bridges, dams, tunnels and water works. This activity provides an opportunity to introduce the concept of the engineer. This is further explored on the web page for page 28 'The railway arrives' in the student book.

Questions (and answers)

Write these questions on the board for the students to try.

1. How do you think the river water would look and smell in Leeds and London? (The water would look dark and have things floating in it and there would be a strong unpleasant smell.)
2. How do you think the sand filters helped to

improve health in the towns and cities? (They removed bits of meat from the slaughter house and dead animals and some solids in sewage. These we know today cause disease so people's health would improve.)

3. Use a measuring jug to measure out a gallon of water into a bucket. Now imagine 100 gallons, 1,000 gallons. What area might thirty million gallons cover? (If they imagined 100 and then 1,000 buckets on the school playground they could then multiply it up to see that it would cover a large area in their surroundings.)

Younger students

Some students may need help with holding the funnel over the beaker. You may be able to put the funnel in the top of a large measuring cylinder or plastic drinks bottle to keep it steady.

Outcomes

The students can:

- Imagine conditions in the past.
- Follow instructions.
- Make comparisons.

Older students

The students could consider how long the filtration process takes. From this and from considering the large amount of wastes to be filtered, they could consider what a sand filter looked like. A sand filter covered a large area (about the size of a small field).

They could have a look at secondary sources showing sand filters. Sand filters have been replaced with high pressure filters today and chlorine (or ozone) is also added to the water to kill germs. But the real reason things improved was that the drinking and foul waters were separated.

Outcomes

The students can:

- Imagine conditions in the past.
- Follow instructions.
- Make comparisons.

Spread 8 and 9 (pages 18–21)



Class

The whole idea of class was of great importance to Victorians. It was a way of establishing a degree of success in a society where success was of prime concern.

Students may not know much about class today, and a first class ticket on a train is simply a dearer version of a ticket to a destination. But it might be worth explaining that in Victorian times you had to look and dress for your class as well as have enough money to pay for your ticket, or it would be refused.

Success was not just something that belonged to people in middle and upper classes. Those in the lower classes rigorously defended their positions relative to one another.

The result was often a degree of formality we are unused to. Equals often called one another by their last name, not their first names. Reading a passage of Sir Arthur Conan Doyle's *Sherlock Holmes*, will soon make this point as the upper-middle-class characters refer to one another as Watson and Holmes.

You may feel it would be useful for students to spend a session talking to one another using their last names, as an experience of what difference this makes.

You may get students to think about the audience in a theatre. The queen sits in the royal box, with the upper classes next to them.

There is a separate area in the front of the gallery called the dress circle and here, as well as in the front stalls (next to the stage at ground level) are the majority of the upper middle classes. The lower middle classes sit at the back of the stalls or in the second circle. The working classes arrive by a separate entrance and sit in the back of the gallery (often called 'the gods'), far away from the stage.

Formality also applied 'below stairs' in a house with many servants. Each grade of servant made sure that those below were kept in their place. When those people rose up in the class system they made sure those below knew all about their improved status.

Students may wish to know who belonged to which class. The upper classes (the aristocracy) were the royal family, lords, great officers of state, others with titles, country gentlemen, and those with large incomes. They avoided having any discernable occupation, except for being high in the military. High-ranking officials of state were acceptable. Most members of parliament in both houses were aristocrats in Victorian times.



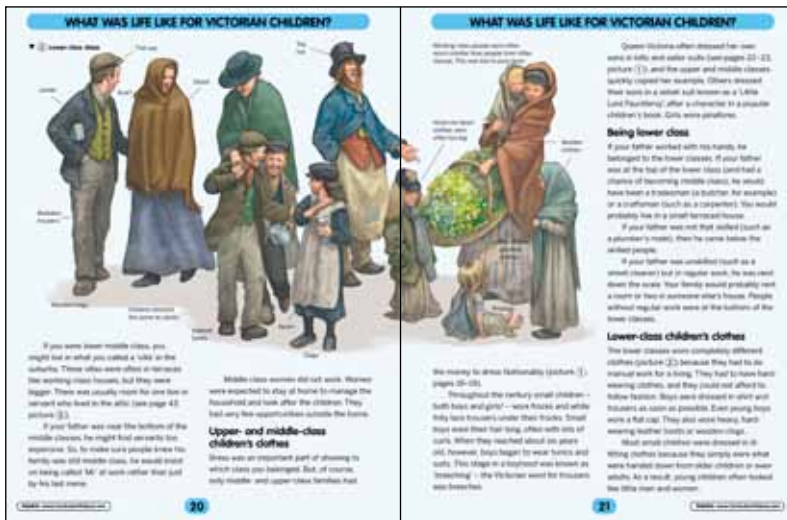
Although the landed gentry were the core of the upper class, they knew how to be flexible enough to admit upper-middle-class people who were extremely rich. To do this, they were given peerages or they allowed their daughters to be married to wealthy industrialists. As a result wealthy bankers like the Rothschilds and a range of industrialists became lords. As politicians mostly came from the upper classes, this also ensured that they were business friendly, something that helped the cause of Britain in moving forward but also blocked social reform for the lower classes.

The world of the upper class was so entirely different from that of the lower class (they were, in a real sense, living in another world), that they did not understand the world of the poor, and so had little sympathy with them or made little attempt to improve their lives. This is why people like the Quaker philanthropists (such as Rowntree and Cadbury) stood out so prominently.

The upper middle class contained professionals such as doctors, lawyers, clergy and top civil servants. These people could afford to send their children to be educated at public school. They lived in large suburban villas. Middle-class industrialists educated their children in the family firm with the objective of the firm remaining in the family.

Lower middle class consisted of 'self made' business men, civil servants, and the like.

The lower classes were made up of the working class (high-paid labour; regular earners; irregular earners) and the poor, those receiving public charity, for example, from the workhouse. The poor made up about a quarter of city populations.



Victorian clothing

Perhaps nothing shows up the differences between classes better than clothing in Victorian times. Clothing is, of course, also a great way of getting students today to understand some of the differences between Victorian and modern times. Dressing up in Victorian costumes is often a centrepiece of a Victorian day.

Clothes used for Victorian days are often, however, made with modern materials. It might be worth telling students that the materials for poor children would have been of a coarser quality than they are used to. Most of the clothes they will wear will also fit, and as poor children used 'hand-me-downs' and clothes bought from pawnbrokers and other second-hand shops, poor children rarely had clothes that fitted. You may want to keep this in mind when organising your Victorian day.

The coarser woollen and cotton cloths would also be repeatedly mended and darned and covered with patches – something that would not usually be contemplated in today's designer world. All but the poorest would have tried to keep a separate and slightly better set of clothes for 'Sunday best'.

While thinking of dress for poor children it is worth telling students that children of the poor were on average many centimetres shorter than those of the upper class. This is another reason they looked like 'little old men'. Working hard also gave them health problems such as flat feet. It also explains why, quite literally, the upper class looked down on

the middle class, who, in turn, looked down on the lower class.

The contrast between clothing for the poor and the wealthy was much more obvious than compared to today. However, if students think that such class shopping has long past, ask how many are wearing designer labels and how many designer clothes have the labels on the outside, as a sign that you can afford to buy them – a kind of modern day class statement.

Children in wealthy families wore very formal clothes. Girls wore dresses which were as fancy as those worn by the grown ups but slightly shorter. Boys wore dresses until they were about five or six and then were dressed in sailor suits or velvet suits with lace collars and cuffs. Middle-class children would wear dresses with up to six petticoats under them.

Children were dressed to show off their parents, although they mostly walked out with governesses.

You may care to show what adult clothing was like in comparison with that deemed appropriate for children. Students could do a project that shows how the style of clothing changed as children got older and then became adults.

Well-off men wore knee length frock coats in silk or velvet, silk waistcoats and shirts with stiffly starched high collars. Underneath they wore vests and long underpants made from woollen cloth. They wore a top hat or a bowler hat and carried a cane or walking stick.

Women's fashions changed a lot during Victorian times. In the 1840s, full skirts were supported by a vast array of petticoats. These

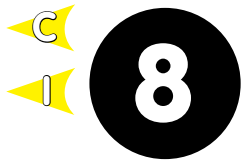


petticoats were made of horsehair, or stiffened with cane and padding.

In the 1870s a framework known as the bustle became fashionable. The overall shape was full in front and even more fabric to the back. Most dresses were trained (that is they dragged out at the back), but 'walking dresses' were just floor length.

In the 1890s tailors, rather than dressmakers, begin to take an interest in ladies clothing, producing plain suits. They made women look very businesslike. However, to keep their slim lines, women had to wear corsets, a set of whalebone strips pulled tight around the body with cords.

This topic is also an opportunity to look at the impact of technology. Until the sewing machine was invented by Isaac Singer in 1851 all clothes were made by hand. Seamstresses worked long hours for low wages, stitching clothes for wealthy people. Clothes were still expensive. After this date the clothes became cheaper and the idea of mass production and buying off the peg came of age. Seamstresses also found themselves out of a job due to this change in technology!



Name:..... Form:.....

Based on **pages 18 and 19** of *How life changed in Victorian times*


What rules are broken?

The Victorians had rules on how to behave. Thirteen of them are given on page 19 of the student book. Read through these statements and see if you can work out which rule is being broken.


1. "That tasted lovely," he said and licked his fingers. 

2. "Look at her!" (pointing) 

3. How is your butler's son's broken arm?" 


4. "Do you know my uncle's a lord and my brother is a millionaire?" 


5. "Have you heard the scandal about cousin Lucy's new neighbour?" 


6. " Oh, Mother, why can't I leave the table now?" 

7. "I'm enjoying this roast beef but the onions will give me indigestion later."



8. "How is that wart on your ear?" 

9. "Well it was raining this morning but it is sunny now." 

10. "Now look what you have done! You Dunce! That was silly!" 

11. "Is that the time? I should have got here twenty minutes ago." 

12. " I believe Mary has got a new hat for her son's wedding. I think she said that she was going to get a blue one. She told Hannah she was going to buy it in London."





What rules are broken?

Age range

- Years 3/4 (SP4/5).
- Years 5/6 (SP6/7).

Resources

Copies of the worksheet. For introducing the worksheet – a knife and fork, plate of food, napkin.

Using the worksheet

Before you read the page in the student book you might like to take out a plate of food, knife and fork and napkin and set them out on your desk. Tell the students that they are going to talk about how to behave in Victorian times and find out what sort of behaviour could be expected from upper- and lower-class people. Say something along the lines, "I'm just going to demonstrate with this food," then point at someone and say, "Oi are you listening?" Wipe your hands on your sleeves then pick up the knife and fork. Wave the fork around and say something like, "She's still not listening". Put some food in your mouth and chew it with your mouth open then say "I bet you can't guess what class I am supposed to be" talking with your mouth full. When the students say you are lower class, wave your fork at them and say, "Oi cheeky". Put your knife and fork down, blow your nose on your napkin and ask them to explain their answer. When they have done this, let the students open the student book at page 19 and find the rules you have violated. They are 1, 10, 11 and 12. Blowing your nose in your napkin is not there but ask the students if it should be.

Answers

The answers to the questions on the worksheet are:

1. 11
2. 1
3. 2
4. 5
5. 6
6. 7
7. 13
8. 2
9. 4
10. 3
11. 9
12. 6

You can try another exercise on rules in activity **16A** pages 106–107).

Younger students

After introducing the worksheet let the students work on their own.

Outcomes

The students can:

- Recognise unacceptable behaviour in Victorian society.

Older students

After introducing the worksheet let the students work on their own.

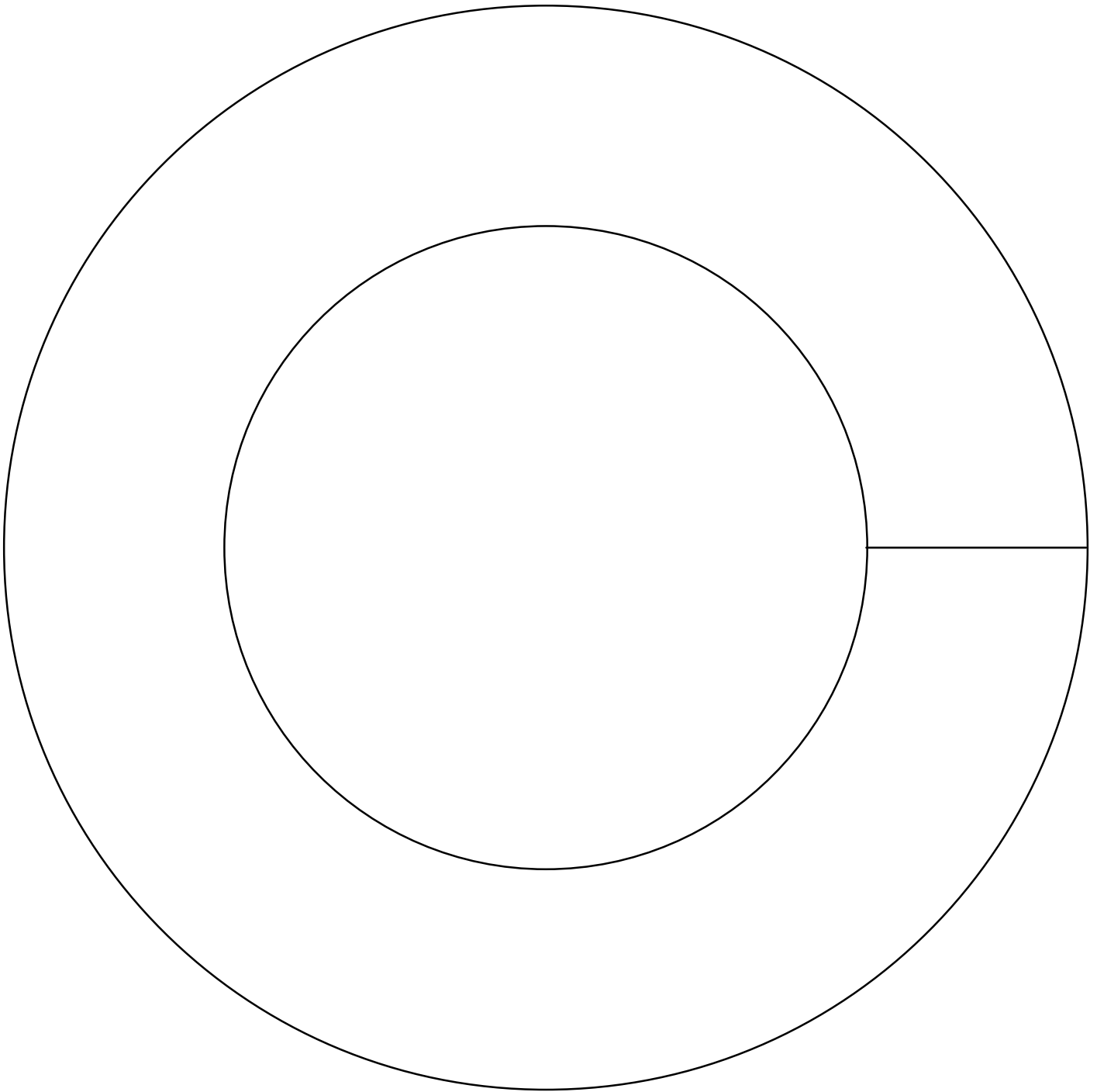
Outcomes

The students can:

- Recognise unacceptable behaviour in Victorian society.

Make a Lord Fauntleroy collar

You can make a simple collar by cutting out the circular shape below and putting it around your neck.





Make a Lord Fauntleroy collar

Age range

- Years 3/4 (SP4/5).
- Years 5/6 (SP6/7).

Resources

Copies of the worksheet.

Using the worksheet

A children's book called *Little Lord Fauntleroy* published in America in 1886 started a fashion for the boys of rich parents to be dressed in velvet suits and have large lace collars. Poorer people copied the fashion and you can see many large white collars being worn by boys on many Victorian school photographs. The boys in the class could make them simply by cutting out the circle from the worksheet. This will immediately give a hint of Victorian clothes even if they are wearing present day clothes and lead into a discussion of clothes for a Victorian day – see activity 9B. This quick transformation should encourage students to look for articles of clothing at home which could be adapted to appear as a Victorian costume.

The simple collar on the worksheet could be made more authentic by cutting the lacy part from a paper doily and sticking it around the edges.

You may say that probably the easiest costume is to dress as a pauper. The clothes only have to be two or three sizes too large and if they are old could be ripped and patched. The pauper students could have bare feet if school policies allow.

Younger students

The students can cut out the collar and wear it.

Outcomes

The students can:

- Make a simple collar.
- Know that some simple items can be used to make a realistic looking costume.

Older students

The students can cut out the collar and wear it.

Outcomes

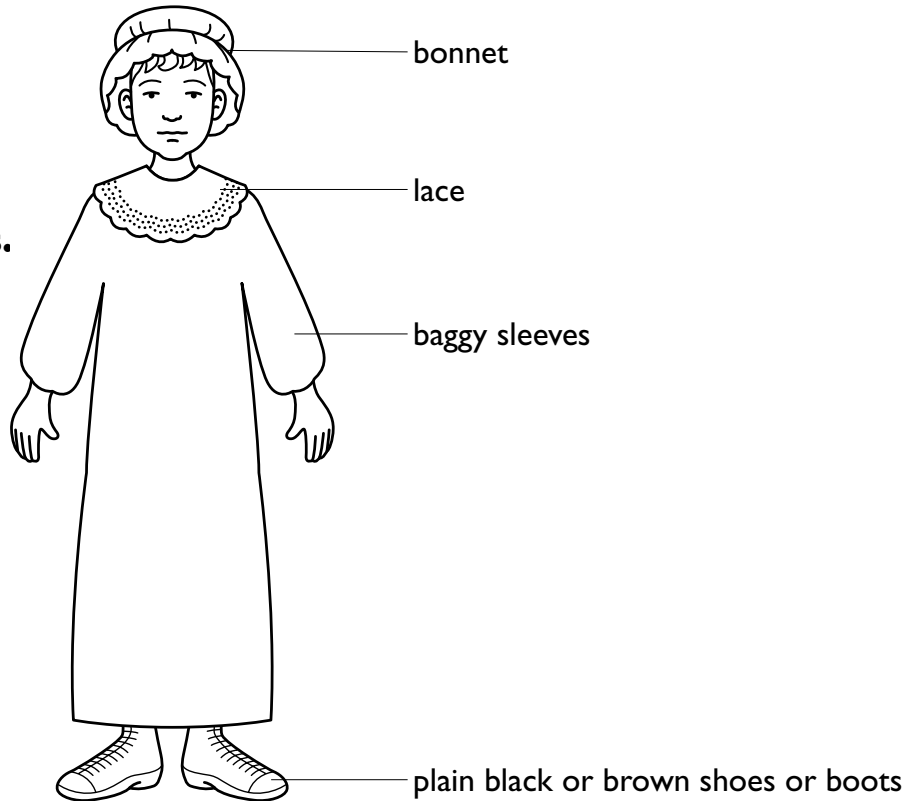
The students can:

- Make a simple collar.
- Know that some simple items can be used to make a realistic looking costume.

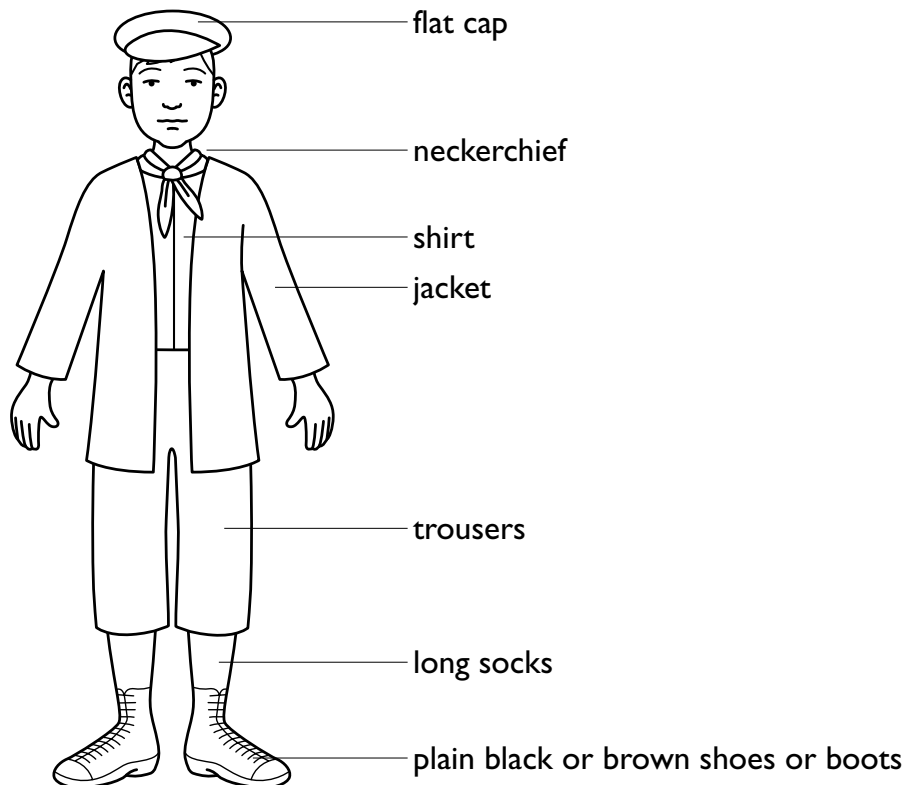
Victorian costume

Here are two Victorian costumes.

Victorian girl



Victorian boy



Victorian costume

Age range

- Years 3/4 (SP4/5).
- Years 5/6 (SP6/7).

Resources

Copies of the worksheet.

Using the worksheet

This activity could be used after activity **9A** in preparation for a Victorian day. A copy of the sheet could be sent home with a letter to the parents or carers explaining about your planned Victorian day (see pages 17–21). It is often best not to be too prescriptive as some parents, carers and grandparents have a talent for making striking costumes.

You could suggest that suitable clothing for making into costumes can sometimes be found cheaply in charity shops. You may like to assemble a couple of costumes for boys and girls to keep in reserve for students who, for any reason, cannot bring a costume to school.

Secondary sources on Victorian costume for older students (optional).

Younger students

You may like the students to keep their costume on throughout the Victorian day. If you do, be prepared for some students becoming upset if their costumes get dirty in the lunch-break.

Outcomes

The students can:

- With help from adults, assemble a Victorian costume.

Older students

The students may like to look at a range of secondary sources on Victorian costume and decide what they would like to make.

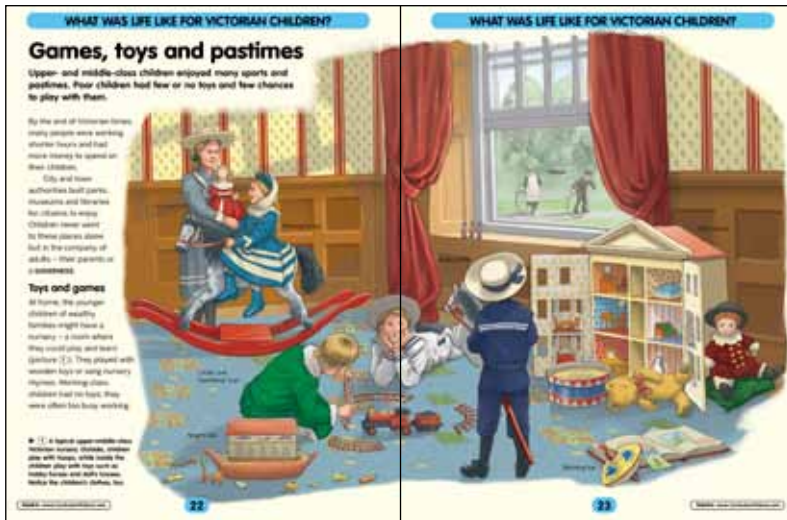
Outcomes

The students can:

- Select items for a Victorian costume.
- With help from adults, assemble a Victorian costume.

Spread 10 and 11 (pages 22–25)

Games, toys and pastimes



▶ 10

▶ 11A

▶ 11B

▶ 11C

Modern students are used to having a large amount of free time and so they will find the contrast to early Victorian times something strange.

One approach is to ask them which toys they play with require nothing to be manufactured. Or which games do they play that require no equipment at all. The chances are both simple toys and games are of ancient origin, although basic toys seem to be disappearing faster than simple games.

Basic toys involved wood, pieces of stone, the remains of clothes and rope. With these you could make skipping ropes and hoops, and you could play marbles. Your mother could also make you a rag doll – literally a doll using the rags that no one could wear.

Early Victorian country children sought to find something to do near their homes such as trees to climb in, nests and eggs to find, they could put stones across streams to make little dams and so on.

Early Victorian city children played in parks and on the busy roads. They could play by canals, as well as be involved in less salubrious activities such as dog fighting.

There are many good projects that can be made from looking into the history of basic toys and games. The history of marbles, for example, is given in outline on this page.

Because people collect old toys, students can find examples and histories on antiques web sites.

Children also collected cigarette cards. These can be found on web sites and copied and pasted into projects.



WHAT WAS LIFE LIKE FOR VICTORIAN CHILDREN?

24

WHAT WAS LIFE LIKE FOR VICTORIAN CHILDREN?

In later Victorian times first fingers to be made in factories, making them cheaper to buy. There was even a huge variety of factory-made toys to be bought. Top of the list for all young middle class children was the wooden rocking horse (picture 2). Girls had dolls (pictures 1 and 2) and doll's houses. Boys had toy soldiers, clockwork train sets, spinning tops and marbles. Most children also played with hoops.

25

History of a pastime: cigarette card collecting

Pieces of card called stiffeners were used in cigarette packets made in the USA. This led to the idea of using the card as a piece of advertising. This reached the British market in 1885 and started the pastime of cigarette card collecting.

Wills issued their first general interest set in 1895 titled 'Ships & Soldiers' in colour at a time when books and newspapers were in black and white. Wills sets soon included 'Cricketers' (1896) & 'Kings & Queens' (1897), which were reissued with five additional cards following the death of Queen Victoria. These had short notes on the back.

From about 1901 cigarette cards really caught on and thousands of different sets were issued by over 300 tobacco companies.

Children of the time used to stand outside tobacconists asking smokers for their 'fag' cards, they were then kept to make up sets. Games were played to try to win missing cards. Students could make their own cards easily.

History of a toy: marbles

Little round balls have been a source of games for thousands of years. The earliest found were made of baked clay or small pieces of flint. (You can link to Roman and Egyptian toys as both cultures used marbles.)

Marbles continued to be made of stone and even, but rarely, real marble. Glass marbles were first made in the famous glass-making city of Venice. China and crockery marbles were introduced around the year 1800. In 1846 a tool called the marble scissors was invented and this made it quick and easy to make marbles, the most popular being those which have coloured strands running through them.

All of these marbles were made by hand. The first marble-making machines were developed in the 1890s. But cats-eye marbles belong to the 1950s, well after the Victorian period. The glass is melted in a furnace and poured out, with different coloured glasses being injected into the flowing glass, before the tube of glass is cut with shears to make little cylinders. These are made round by mechanical rollers.

Students can experiment by making clay marbles for themselves and thus combine history and science by finding out which materials are cheapest, easiest to work with and most durable and accurate.

Comparing toys

There was a wide range of toys available to Victorian children, if their parents could afford them.

Here is a checklist. Tick the boxes of toys that you think are still common today.

- | | | |
|--|---|---|
| <input type="checkbox"/> alphabet cubes | <input type="checkbox"/> hoop and stick | <input type="checkbox"/> tiddlywinks |
| <input type="checkbox"/> balls for football and catching | <input type="checkbox"/> jigsaw | <input type="checkbox"/> toy canon |
| <input type="checkbox"/> board games such as ludo | <input type="checkbox"/> marbles | <input type="checkbox"/> toy drum |
| <input type="checkbox"/> boats | <input type="checkbox"/> Noah's ark | <input type="checkbox"/> toy fort |
| <input type="checkbox"/> bricks | <input type="checkbox"/> playing cards | <input type="checkbox"/> toy soldiers |
| <input type="checkbox"/> clockwork toys | <input type="checkbox"/> rocking horse | <input type="checkbox"/> toy theatre |
| <input type="checkbox"/> dolls | <input type="checkbox"/> sewing kits | <input type="checkbox"/> toy trains |
| <input type="checkbox"/> doll's house | <input type="checkbox"/> skipping rope | <input type="checkbox"/> toy trumpet |
| | <input type="checkbox"/> spinning top | <input type="checkbox"/> toy zoo |
| | <input type="checkbox"/> tea sets | <input type="checkbox"/> wooden animals |

Write down some toys available today that were not available in Victorian times.

.....
.....
.....
.....
.....
.....
.....
.....
.....



Comparing toys

Age range

- Years 3/4 (SP4/5).
- Years 5/6 (SP6/7).

Resources

Copies of the worksheet.

Outcomes

The students can:

- Know about the range of toys that were available to Victorian children.
- Identify toys from the Victorian age which are still available today.
- Compare toys from today with toys in the past.

Using the worksheet

Familiarise yourself with the list of Victorian toys then ask the students what was their favourite toy when they were small. Tell them that it was either available to Victorian children or it was not. After three or four toys have been discussed issue the activity sheet and let the students work through it.

Younger students

Let the students work through the sheet on their own then review their work in a discussion. Ask how toys are different today and look for answers about them being made of plastic and the use of electricity and/or microchips. The students may also mention computer and video games.

Outcomes

The students can:

- Know about the range of toys that were available to Victorian children.
- Identify toys from the Victorian age which are still available today.
- Compare toys from today with toys in the past.

Older students

Let the students work through the sheet on their own then review their work in a discussion. Ask how toys are different today and look for answers about them being made of plastic and the use of electricity and/or microchips. The students may also mention computer and video games.

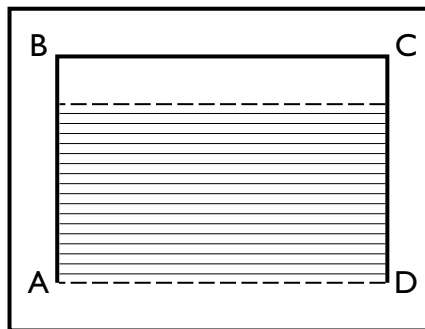
Making a toy theatre (i)

1. Colour in the border on sheet **11B**.

2. Cut out the border and stick it on a piece of card.

3. Draw lines across the centre of the card as diagram 1 shows.

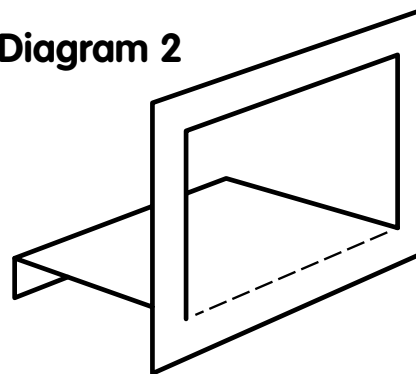
Diagram 1



4. Cut the card along lines A–B, B–C and C–D.

5. Fold back the card and then fold a little of it over to make the back stage support as diagram 2 shows.

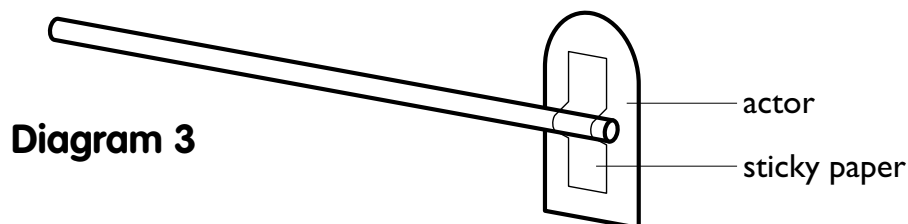
Diagram 2



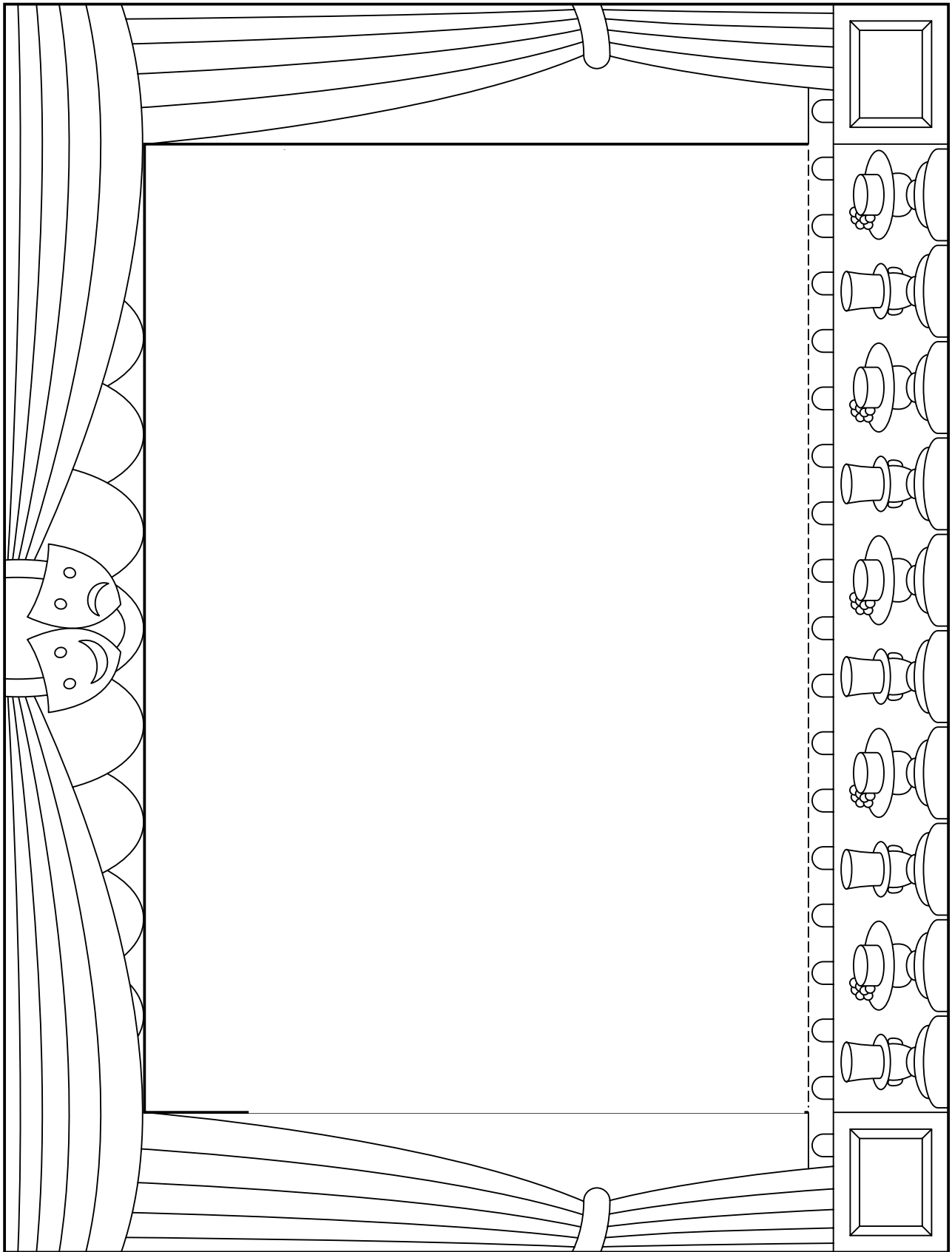
6. Colour in the actors on sheet **11C**.

7. Stick the actors on card and cut them out.

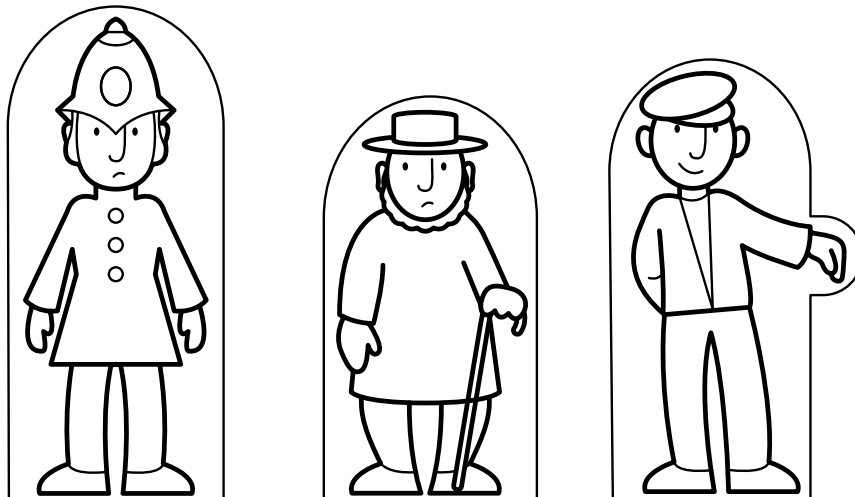
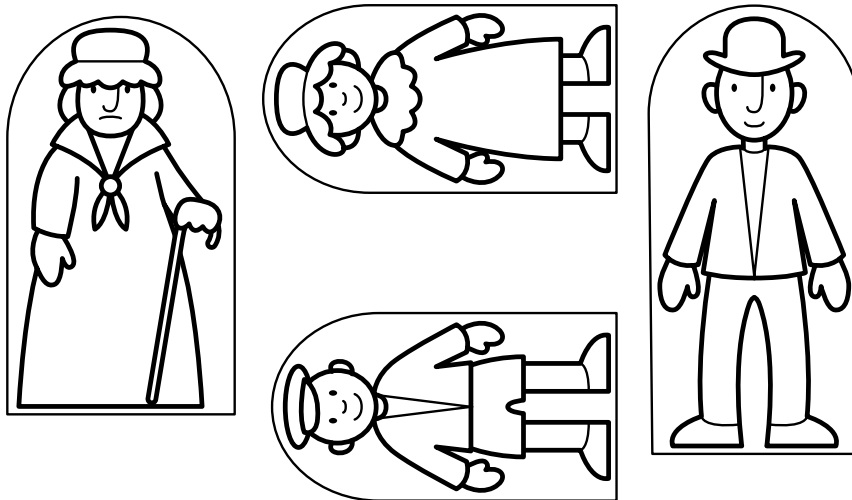
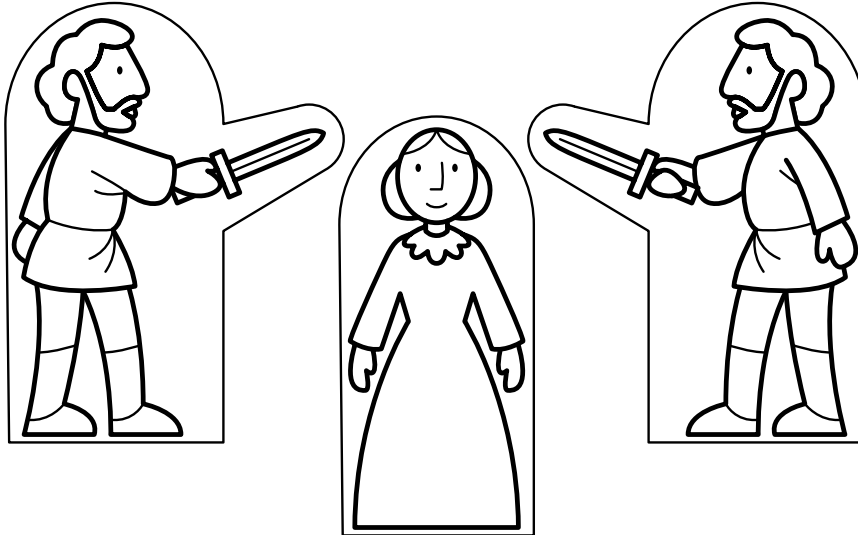
8. Use sticky paper to attach each actor to a straw as diagram 3 shows.



9. Work out a play with the actors and perform it with your friends.



Making a toy theatre (iii)





Making a toy theatre

Age range

- Years 3/4 (SP4/5).
- Years 5/6 (SP6/7).

Resources

Copies of the worksheets on pages 80–82, stiff card, scissors, straws, paste, sticky paper, coloured pencils or pens.

Using the worksheet

In activity 10 the students may have asked you about a toy theatre. This was constructed from card. Sheets of actors were bought and coloured in then they were used to perform a play. Remind the students that in Victorian times there was no television so the making and using of toy theatres was in some way a substitute for watching television today. If you take this view you may say that toy theatres were more challenging as the children had to make their own entertainment.

Note that half the actors need a straw attaching to them from their left and half from their right. This allows people working the actors to be at different sides of the stage. One swordsman needs to have a straw attached to the right while the other is attached to the left. Some Victorian plays involved a sword fight but you do not need to let the students perform a play with this feature. You could make copies of the other actors or the students could draw their own for their play.

Younger students

Let the students work through the steps on page 80. They may need some help assembling the stage. Groups of students should try and make up a simple play using the actors or add some actors of their own.

Outcomes

The students can:

- Follow instructions to construct a toy theatre.
- Make up a play and perform it.

Older students

Let the students work through the steps on page 80. They could make some scenery for the back of the stage and devise a way of setting it up. Groups of students should try and make up a simple play using the actors or add some actors of their own.

Outcomes

The students can:

- Follow instructions to construct a toy theatre.
- Make up a play and perform it.
- Devise ways of adding scenery to the theatre.

Spread 12 (pages 26–27)

Going to school



▶ 12A

▶ 12B

This spread seeks to show the nature of the early schoolroom. However, the biggest change of all is from that of a society in which there was hardly any schooling, to that where school was compulsory for all primary children.

In this section it is explained how education was essentially rote learning and how children learned lists of more or less everything. Analysis was not required. This ought to be put in the context of the time, when some rote learning (such as multiplication tables) was key to getting a successful job and that one of the main objectives of the school was to provide the foundation for getting a job.

Being able to remember multiplication tables and manipulate them is a useful skill. A sales assistant would need to use this all the time.

Nearly all children were illiterate and so a key part of the school process was to try to get children to read and write, again so they could be better skilled and so get better jobs.

Being a teacher in these schools was a respected occupation, but not an easy task. Hence the use of strict discipline.

There were many pressures for children to skip school and work, not least from their parents who wanted the extra family income.

Here is an example of what the conflicting requirements might be for a child in the

countryside. You might ask students to guess what they might be then read them this list

- Jan. Ploughing.
- Feb. Planting seeds.
- March. Bird scaring
- April. Stone picking.
- June. Fruit picking
- July. Haymaking
- August. Harvesting corn
- Sept. Potato picking.
- Oct. Apple picking

So, all in all, there was only no conflict in November and December. This is why further acts of compulsory schooling were needed.

Schooling was made easier by the rise in real incomes in the later Victorian times.

The nature of class is apparent in the formal way of speaking to a teacher (Miss, Ma'am).

Interestingly, many modern classrooms now have sets of a modern version of a slate and chalk, so the idea of writing and then erasing and reusing is not actually all that strange.

Students might be encouraged to see the changes that occurred between church parochial schools, that existed before 1870 and church and board schools that existed after this (try using a search engine on the Internet and typing 'school board Victorian').



The main differences were that parochial schools had no permanent staff and often no permanent building.

The classrooms often included older children whose job was to be classroom assistants called monitors. Students might like to compare what they found out about classroom assistants in the 1870s, for example, with those of today.

The new education act allowed a dual church and state system of schooling, and students might like to know that the school they attend is a heritage of this system.

Churches were allowed to run schools with new, state schools (board schools, run by locally elected school boards) to provide education where the churches did not. These schools all began by charging a small fee unless children were very poor and then the board could set up a free school using government grants to pay for the school.

The Scottish Act of 1872 set up boards to provide compulsory elementary education up to the age of 14. In England and Wales education was only made compulsory up to the age of 10 in 1880 and it was only made free for all in 1890.

Activities in Victorian school lessons

Activity 1: Writing

1. Cut out this box and stick it at the top of a lined page in an exercise book.

Learning ennobles the mind.

2. Copy the sentence ten times on the lines below it in your exercise book.

Activity 2: Reading and learning

Read the following and learn it by heart.







A catechism on Victorian Life

- Q. Why are Victorian people so called? (A. Because they lived in the reign of Queen Victoria.)
- Q. When did Queen Victoria reign? (A. From 1837 to 1901.)
- Q. Was Queen Victoria married? (A. Yes she was married to Albert, Duke of Saxe-Coburg-Gotha.)
- Q. Did she have any children? (A. Yes. She had nine.)
- Q. What were their names? (A. Victoria, Edward, Alice, Alfred, Helena, Louise, Arthur, Leopold and Beatrice.)

Activity 3: Money calculations

The units of our money are pounds (£) and pence (p) but in Victorian times they were pounds (£) shillings (s) and pence (d). Twelve pence made a shilling and twenty shillings made a pound.

Weights were measured in pounds (lb) and ounces (oz). Sixteen ounces made a pound. Try these calculations.

1. If sugar is 2d for 4oz, how much is a pound of sugar worth? 
2. One pound of meat is 6d. How much is five pounds? 
3. Add £1 10s 4d to £2 4s 3d 
4. Add £1 14s 8d to £2 10s 2d 
5. Take away 8s 2d from £1 10s 4d 
6. Take away 6s 6d from £1 4s 8d 



Activities in Victorian school lessons

Age range

- Years 3/4 (SP4/5).
- Years 5/6 (SP6/7).

Resources

Copies of the worksheet. Exercise book.

Using the worksheet

These activities are examples of activities that school children performed in their lessons. Activity 1 is linked to **w**riting. Activity 2 is linked to **R**eading and learning, and activity 3 is linked to **a**rithmetic – the three Rs. You may like to use these activities on a Victorian day or simply when you are studying schools in the student book.

The school children spent long periods copying writing to improve their own style.

A catechism is a series of questions and answers. They were used in Victorian textbooks to build up knowledge. The children learned them by rote and could be asked to recite them.

If the students have studied *Rich and poor in Tudor times* in this series they may already have met pounds, shillings and pence before. If they have, you may like to remind them of it now. Victorian children had to do complicated calculations on money and on units of measurement for weights as these were related to calculating the price of food and preparation for being sales assistants. If the students find the calculations easy, make some harder ones for them to try.

Answers

1. 8d
2. 2s 6d
3. £3 14s 7d
4. £5 4s 10d
5. £1 2s 2d
6. 18s 2d

Younger students

The students should be able to manage activity 1. Look for signs of improvement in the writing and comment on it to them. They may have difficulty remembering all the names of Queen Victoria's children. They should practise until they can say

the whole piece without omission. The students may have difficulty with the money calculations and you may like to begin with asking what are twenty pennies in shillings and pence (1s 8d) or what is thirty shillings in pounds and shillings (£1 10s 0d). You may like to substitute some easier questions for the ones shown. The main point of the activity is to show that the Victorian children had to do very complicated calculations compared to the calculations done in today's schools.

Outcomes

The students can:

- Copy a style of writing.
- Read and learn a piece of information.
- Perform simple calculations on money used in Victorian times.

Older students

The students should manage activities 1 and 2 without difficulty but they may have problems with activity 3. You may like to begin with asking what are twenty pennies in shillings and pence (1s 8d) or what is thirty shillings in pounds and shillings (£1 10s 0d). You may like to make up some easier questions for the ones shown but try to get them to have a go at the questions on the sheet. The main point of the activity is to show that the Victorian children had to do very complicated calculations compared to the calculations done in today's schools.

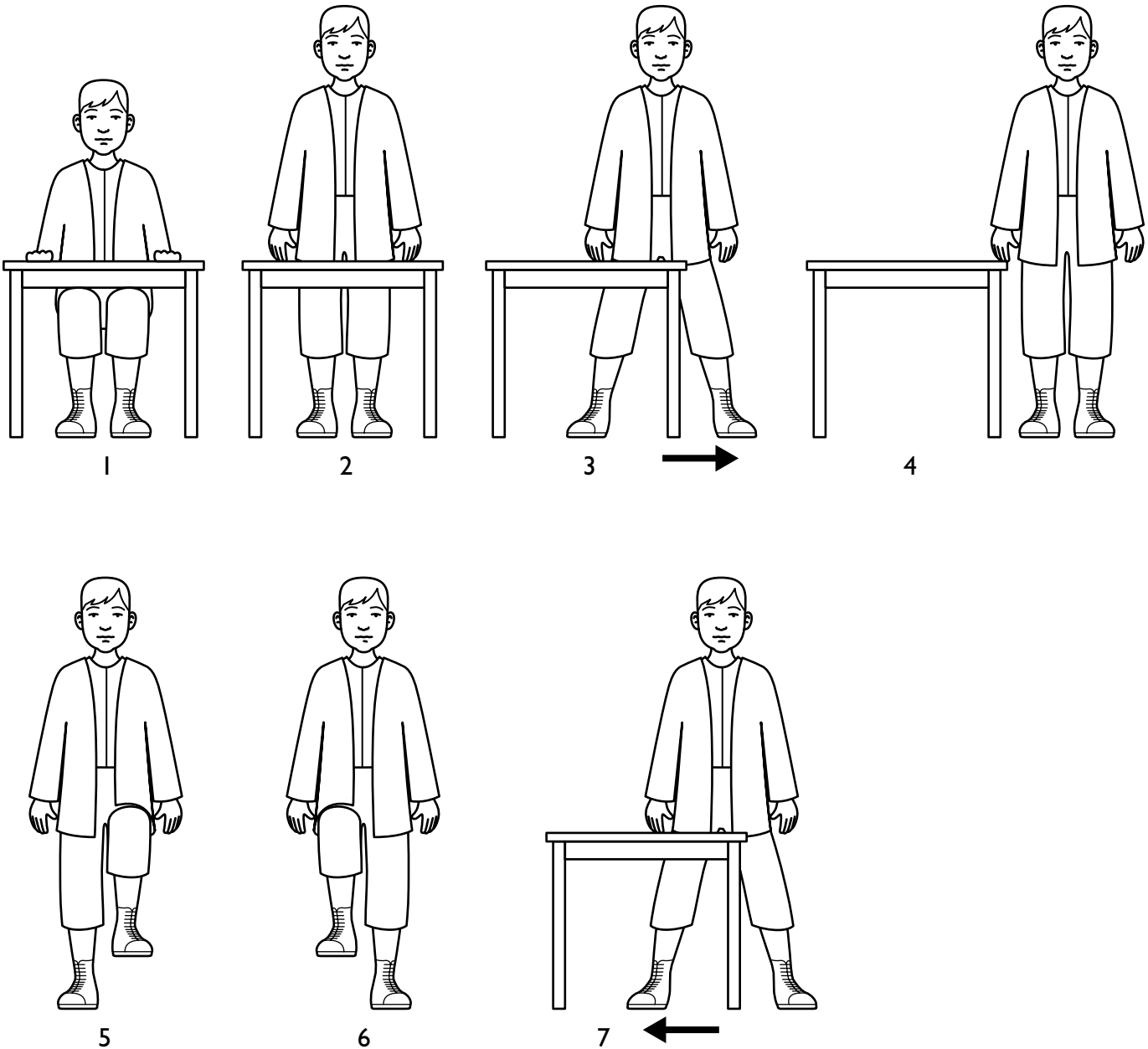
Outcomes

The students can:

- Copy a style of writing.
- Read and learn a piece of information.
- Perform calculations on money used in Victorian times.

Follow the commands

Victorian school children had to learn what to do when certain numbers were called out. Here are some actions that you must perform when your teacher calls out the numbers. Learn them and try to follow the instructions.





Follow the commands

Age range

- Years 3/4 (SP4/5).
- Years 5/6 (SP6/7).

Outcomes

The students can:

- Learn commands.
- Follow commands.

Resources

Copies of the worksheet. Desks and chairs.

Using the worksheet

Victorian school children were kept under strict control. They had to learn the numbers for certain actions. The ones given here are fictitious but they illustrate how control could be kept. Many Victorian schoolrooms were cold in winter so the children had to stand up and exercise to keep warm. You could use these numbers in that scenario. Make sure that the students can rise from the chair and step to the side of the table comfortably and that they will not kick anything when they raise their feet.

Give the students time to learn the actions and numbers and then call out, "1, 2, 3, 4, 5, 6, 5, 6, 5, 6, 4, 5, 6, 4, 7, 2, 1".

This activity can be used on a Victorian day in conjunction with Owen's monitor (activity **5A**)

Younger students

You may like the students to sit, stand and move to the actions as they learn them before you give your commands.

Outcomes

The students can:

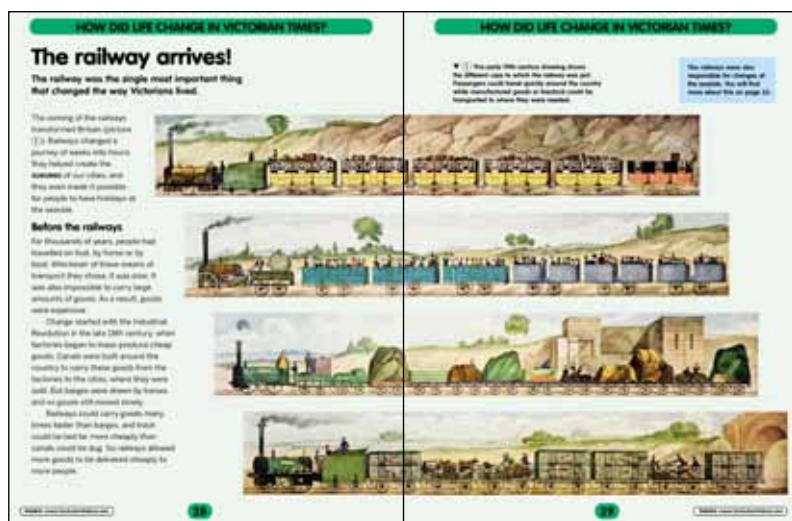
- Learn commands.
- Follow commands.

Older students

The students can learn the commands while they are sat down. At an unspecified time call out "1" and see how many respond. Some will not and this will give you an opportunity to role play a stern Victorian teacher and begin the sequence suggested, or you may wish to add more step ups as a punishment!

Chapter 3: How did life change in Victorian times?

Spread **13** and **14** (pages 28–31)



13

The railway arrives!

This topic marks the change from thinking what life was like for Victorian children (English QCA topic 11) and the move to the topic of how life changed in Victorian times (English QCA topic 12).

The coming of the railway is a major feature of Victorian times with as much impact as the coming of the computer has been to us. It provides an opportunity for a countrywide overview and also for a local study, so that the national trend can be seen at a meaningful scale.

It might be helpful to have details of the local railway station to hand, possibly early pictures and the plans of the station and possibly newspaper reports of the proposal, the progress and the completion of the railway in your locality.

Newspaper and other local sources are important because there was a lot of opposition to the railway across the country, but the nature of the opposition, or support, changed from place to place.

It is also worth getting students to become familiar with the local canals. Are there canals,

and if so how fast might goods have moved? Were the canals suitable for moving people and so what was the market opportunity for the railways? If there were no canals, why not? What did this mean for the market opportunity? And how did this affect the roads transport systems such as the stagecoaches and the coaching inns? Were they in the right places to deal with this new form of transport or would they have been sidelined? If so, was there a new opportunity for hotels close to the railway (or, because the railway was a faster means of travel, was it necessary to have hotels at all?)

The canal age was very disruptive in its day and it gave people ideas as to the way that the railway would also alter the landscape. The railway needed to be on more or less level ground, just as the canals did, although it did not need to find a supply of water. So railways, like canals, required the construction of viaducts, cuttings and tunnels. These were major feats of engineering, and as a result of the need for iron and steel, many other industries were stimulated into faster growth as well. The railways needed more coal, so mines



prospered as well. The result was increasing employment opportunities.

Students can also consider the direct labour needs of the railways, both during their construction and in their running. For example, a large proportion of the 'navvies' came from Ireland. Songs like 'Paddy works on the railway' could be played to the class to ask why. The census statistics on page 2 of the book show the results of the potato famine and so this could lead on to a discussion as to whether positive change was happening throughout Great Britain and Ireland or whether it differed from place to place.

As with any new event, there were people for and against the proposals. They required Acts of Parliament because land needed to be acquired, compulsorily if all else failed. So the government had to be persuaded that this was an important idea that would be of advantage to the country as a whole.

Those against the proposals were often connected with other interests, such as alternative forms of transport, or those who would lose land or homes. Those who supported the railways saw the need to move forward or the country would suffer economically. You might like to compare this with the modern revolutions and their impact: computers and mobile phones. Both have their advantages and disadvantages, for example, mobile phones require a network of ugly masts, so any proposal has its proponents and antagonists.

On a local scale you might care to review maps of your locality with children. Modern maps are fine for this. Railways in urban areas either run at ground level or on viaducts. In both cases they block free access across the town. People one side of the railway lines have no form of communion with those on the other. As a result, railways often segregate peoples within a city. Railway crossings or bridges are also similar to those crossing rivers and canals. They provide limited paths for moving in a direction against the line of the railway. As a result they make people focus their journeys to places where there are crossings, leading to congestion at those points. You can do a local study of traffic movements to show this.

Students can be taken to railway stations and asked to look carefully at the architecture. They can, for example, notice the extensive use of ironwork and the way that the ironwork is decorated. Because they know that stations are Victorian, they can use this as a starting point for the recognition of Victorian architectural styles.

They can also examine a railway station to see the kinds of facilities that were offered at this time. Get them to look above the modern signs at the wording which is often on or cut into the brickwork. Can they find evidence of separation of women's waiting rooms from men's, for any kind of refreshment facilities and so on?

HOW DID LIFE CHANGE IN VICTORIAN TIMES?

Railway mania
The first public railway ran between Stockton and Darlington in 1825. The first passenger train ran a year later between Liverpool and Manchester.
But the railway age really got under way in Victorian times. In the 1840s, there were trains being built, bridges being built and tunnels being dug all over the country (1).


Making room for a railway
Railways needed to come into the heart of towns and cities. But railway lines and stations take up a lot of space. Some people were found to be really, really tough. In who was for and against the railway?
The table below shows you that it was a surprisingly even debate. But in the end, those in favour won the day and railway mania got on.

For the railway

- Factory owners, who knew that goods could reach more places more quickly with the railways than by using canals. So they would sell more goods.
- The mayor and council, who saw the railway as bringing jobs and prosperity to their towns or city.
- Workers, who saw it as a chance to find a job.
- Landowners, who saw a chance to sell land at a good profit.
- People who felt it was a new and exciting way of life. People were persuaded by the chance to be part of something new instead of a bore.

"The idea along the railway," one Victorian enthusiast declared.

HOW DID LIFE CHANGE IN VICTORIAN TIMES?



Railways cause cities to spread
In the early years, a ticket for a 3-day was a hefty expense and only the wealthy and upper classes could afford to travel this way. The railway companies needed to find a way to get more people to travel.
Remember that in Victorian times, the number of people in the cities was growing quickly and getting more and more crowded. In the 1870s, the railway companies began to build stations at the edge of the towns and cities. They also featured a 'workman's ticket', which was far cheaper than the normal ticket price. So now people could afford to live further from their factories and offices.
Business quickly created little villages of shops and houses around these new stations. The middle classes were the first to move. Working class (see pages 22, 24–26 and 41) in effect were then nearly taken by the station. Working class housing followed suit.
The Victorian suburbs have since been surrounded by modern suburbs, and what the Victorians called suburbs are now part of the modern inner city.

Against the railway

- Some country landowners, because they thought the railway would ruin their lands.
- The people who lived along the route of the railway, because they would lose their houses. In a city, large numbers of houses had to be demolished to make way for tracks and a station.
- Canal and barge owners, village shop owners and innkeepers, who were all alarmed because they could see their way of life disappearing.
- Those who thought the railways would divide up the city, making it impossible to get from one area to another because they were separated by the tracks.
- People who worried about what effect the spread of the trains might have on the human body!

The next major topic concerns the way that the railways caused the city to spread and to produce the first suburbs. This is a more difficult topic and possibly better suited to the older and more able. For one thing, students have to understand what a suburb is, and then have to be able to see that the Victorian suburbs have been overwhelmed by more recent developments and so are often now described as inner city areas, not suburbs at all.

To show this change, it might be helpful to get some early Victorian drawings or paintings of the local area before the railway came, so that students can see that the area was once countryside with, perhaps, a village sited in it. It usually greatly surprises students to see pictures of their urban home as countryside.

The railways decided where to put their stations and they often owned good chunks of the nearby land. Local builders then bought parcels of this land and put up a few houses speculatively. Once they had got the money back from these, they then built a few more. As a result, buildings are more varied than those of modern suburbs, where large estates are built at the same time.

To attract people to the new locations, the railways had to provide sensible fares, but in the beginning the fares were high and so only the better off could afford them. As a result many of the earliest houses were larger villas and different from those built later.

There was also the business of getting some kind of services into the new areas.

Students should be reminded that, at this time, shops were not of the kind we have now. Small shops often served every requirement, and shopping streets did not appear until mid to late Victorian times. So what we think of as essential services would not have been provided at that time.

Water might have been a problem, because the newly installed water pipes in cities would not have existed in the country, so most people would have had wells. Is there any evidence that these wells still exist?

As towns grew, so there needed to be a transport infrastructure connecting the station to the whole urban area. Horse-drawn trams were used for this, or horse-drawn coaches in places beyond the end of the tram lines.

The tram lines often marked the end of the urban area, and people were reluctant to build beyond them until the motor age.

Students might like to find out where their local tram sheds were and what the old pattern of tram lines was like. Many had termini alongside the railway.

If you live in an area with a port, you can also investigate the way in which the railway helped the docks to prosper. For the first time, fresh fish could easily get around the country, as indeed could fresh milk, although the problems in supplying it locally in an unpasteurised form made this impractical for many decades. But animals could be taken for slaughter to markets by trains, and certainly vegetables could be moved easily enough.



You may care to widen the issue by showing how train tracks also provided convenient routes for telegraph (and later telephone) wires, so indirectly the railways also sped up telecommunications as well.

You can also discuss how campaigns to keep the railway away from some unspoiled areas such as the Lake District, led to the formation of the National Trust.

Travelling on a steam train

Travelling on a steam train was different from travelling on trains today. See if you can spot the differences.

You are stood on the platform and are looking out of the station along the railway track. In the distance you can see a cloud of smoke and hear the clanking of the steam locomotive. As the minutes tick by on the station clock, the train comes closer and closer then rushes past you along the platform. The noise is deafening and the hot steam and smoke swirls around the station and makes you cough.

The carriages clatter by you, then, as the locomotive brakes make a high pitched scream the carriages shudder to a halt. A porter takes your case and puts it on the roof of the carriage. You climb in through one of the many doors on the side of the carriage and find yourself in a small compartment. There are two benches in the compartment. One faces the front of the train and the other faces the back. Each bench can hold about six people. There is just a space between the benches where people walk before they sit down. There are no tables and no access to a toilet. At the other side of the compartment is another door. This is used when the train stops at a station with the platform on that side. Each carriage has a number of compartments like this one but you cannot move between them.

A porter shuts the carriage doors with a bang and the guard blows his whistle. The locomotive pushes out huge amounts of steam with a roar and the train starts to move. The locomotive puffs out more steam and makes a loud “chuff, chuff, chuff” sound.

The train increases its speed and travels through the countryside. It moves through cuttings and travels along embankments and over bridges. Smoke from the locomotive blows over the carriage. Some hot soot lands on your case and burns a small hole in it.

After an hour you reach your destination. The train will travel on but stops at the station for a quarter of an hour to allow the passengers to go to the toilets on the station and buy food for the next part of their journey.

1. How are locomotives today different from steam locomotives?



2. How is luggage stored differently today?



3. How are carriages different today?



4. What other differences are there between travelling on a train in Victorian times and travelling today?



5. Are there any similarities in the way we travel on trains today? Explain your answer.





Travelling on a steam train

Age range

- Years 3/4 (SP4/5).
- Years 5/6 (SP6/7).

Resources

Copies of the worksheet. Resources about locomotives and trains today.

There may be a steam railway near you that the class could visit.

Using the worksheet

Tell the children that before the development of the railway, people had to walk, ride on horseback or travel in a stage coach or a wagon. All these forms of transport were slow compared to railway travel. When the railway arrived it proved very popular and allowed people to travel faster and further than they had ever done before. If you have been studying the class system in Victorian times you may say that there were first, second, third and even fourth class tickets. If you looked as if you had a ticket above your class you were not allowed on the train.

Younger students

Let the students read through the passage and answer the questions. You may like to use the questions for a class discussion and the students can write down their answers afterwards. You may like to set up twelve chairs as if they were the benches in the compartment and let the students sit on them. The students could sit there for a few minutes and imagine what it would be like to travel in a compartment. This could be made even more realistic if the students were in costume for a Victorian day.

Outcomes

The students can:

- Extract information from a text.
- Make comparisons about life in the past with life today.

Older students

Let the students read through the passage and answer the questions. They could also use sources to find out how a steam engine worked to pull the train.

Outcomes

The students can:

- Extract information from a text.
- Make comparisons about life in the past with life today.
- Use a range of sources to investigate a topic.

Spread 15 (pages 32–33)

Victorians invent the seaside

<p>HOW DID LIFE CHANGE IN VICTORIAN TIMES?</p> <p>Victorians invent the seaside</p> <p>Most seaside towns grew up in Victorian times. Thanks to the railways and the invention of holidays.</p> <p>The railway was not just responsible for changing the face of the town and cities. It was also responsible for changing the seaside.</p> <p>In the early Victorian times, most people would never have been to the seaside. The only means of travelling west by horse and carriage and the only buildings were fishermen's cottages and houses for the wealthy.</p> <p>The railway made it possible for people to reach the seaside more cheaply and easily. Places that had before seemed remote, such as Bournemouth and Blackpool in Lancashire, now became accessible.</p> <p>Bank holidays</p> <p>During middle Victorian times, more and more middle class people got paid holiday time and some chose to use it by the sea. Many buildings now used as guest houses began as homes of the kind. Others were to stay in the new grand hotels.</p> <p>Then, in 1875, the government introduced the first official public holiday. Now even the lower classes had time for a day trip to the seaside. The railway companies responded by offering fourth-class carriage for nothing, except to book it.</p> <p>The changing seaside</p> <p>Many seaside towns now changed completely. The working class, they began to build houses for the middle classes in their villages.</p> 	<p>HOW DID LIFE CHANGE IN VICTORIAN TIMES?</p> <p>The lower classes wanted entertainment. As a result, amusements such as water wheels and fountains were built for them.</p> <p>For all these reasons, going for a holiday to the seaside became an important part of the Victorian way of life.</p> <p>What the seaside was like</p> <p>The Victorians did not use the seaside as we do today. (1) and (2) For example, nobody bathed. Instead, people walked along the promenade, along the pier, and enjoyed entertainments, such as music played by an organ grinder or a Punch and Judy puppet show.</p> <p>Public bathing was not allowed. If people went swimming, they used private bathing machines which were allowed onto the sea.</p> <p>Jobs of the seaside</p> <p>There was an army of people employed in seaside towns. They cleaned, looked after and served at the public amusements, hotels, fountains, boardwalks and so on. The seaside had become big business.</p> <p>Which seaside places were most popular? For those in the North, there was only Blackpool in Lancashire and Bournemouth in Dorset. These in the Midlands tended to be more popular than in the South and England in particular. These at least were down the coast to Brighton in Sussex and Brighton and Hove in East Sussex. These in England were really in the south.</p> 
---	--

▶ **15A**

▶ **15B**

In some ways, nothing changed more in Victorian times than transport. For the very first time people were able to travel quickly, and most importantly, cheaply. The era of mass public transport began with the Victorians and it changed the whole way in which society functioned. No more clearly was this seen than at the seaside.

The seaside had been the exclusive preserve of the wealthy. But it was in the interests of the railway owners to promote the use of their trains for as many things as possible, and this included their use at weekends.

The growth of the seaside was, in any case, made possible by the change in society. The middle classes were growing in numbers and they were becoming wealthier. Moreover, they were able to have time off, that is holidays. So a combination of increasing leisure time, more wealth and the need to find more uses for the railways led to the development of the seaside in Britain. However, note that there were two phases to this and the early phase described above was limited to the middle classes. In mid-Victorian times, the working classes did not have enough time or money to go to the seaside.

One striking thing about many seaside towns is the number of tall terraced houses

that are now used as small hotels or bed and breakfast establishments. These were not built for this purpose, but as homes for the middle classes. Remember that the middle classes had servants as well as large families, so a house with three or four storeys was needed.

There are places where this pattern shows up extremely clearly. You may have your favourite, but Whitby would be a fine example if you need one. Here the railway was driven across the formidable North York Moors to the previously isolated port of Whitby in North Yorkshire. The first part of it was built in 1836, making it one of the oldest stretches of railway in the world. But this first stage was to reach the iron mines. It was only in 1845, after the line had been bought by George Hudson (see below) that it was pushed through to the coast. It arrived by the side of the harbour, just a few hundred yards from golden sands.

The early Victorians were, however, not so much interested in golden sands, as in promenading. There was also no room for the houses in the cramped valley where the fishermen lived. So the new houses were built in fine blocks on the East Cliff, completely dominating the town, and this is where you will also find the main promenade.

In case students think that railways were a licence to print money, they should be told



about Royal Crescent, Whitby. It was part of the speculation of house building by George Hudson (1800–1871), the local railway tycoon. Building houses, driving through the railways and everything that went with it was a very speculative venture. Sometimes it succeeded, sometimes it failed. The crescent was only half built when Hudson went bankrupt, and the crescent still remains uncompleted, a memorial to these wild times.

In 1870 the government declared Bank Holidays. This gave the chance now for lower classes to get away and it completely changed the character of many seaside towns. Added to the genteel pattern of middle class life at the seaside came the day trippers, and their demands for more services, such as places to eat and drink and make merry. Blackpool is, of course, the northern example of this par excellence, with its brash, confident copy of the Eiffel Tower dominating its sandy beachfront. In the south Brighton rivalled it. Other major resorts were Cowes and Ryde on the Isle of Wight, Dover, Ilfracombe, Llandudno, Margate, Ramsgate, Scarborough, Southport, Torquay, Weymouth and Worthing.

You may feel you also want students to look not only at what the holidaymakers did, but also what the vast army of service workers did behind the scenes. Most of these jobs were poorly paid service jobs, but it was another example of jobs becoming available that had never existed before, just as it is in developing world seaside resorts today.





The whole idea of the seaside makes for an excellent field trip combining both geography and history.

Students might also like to investigate what children could do at the Victorian seaside. They should remember that they had to be proper (unless they were working class) and they would perhaps paddle by the shore and with all their clothes on. They could watch Punch and Judy shows, there were minstrel shows, acrobats, wheel stands, ice cream carts, travelling photographers, and more, so the whole promenade became a kind of fairground.





Seaside resorts

Seaside resorts became popular because the railways could take people to them from their homes in industrial towns.



1. Which resorts do you think people working in the Lancashire cotton mills would visit?

- 
- 
- 
- 



2. Which resorts do you think people working in Glasgow would visit?

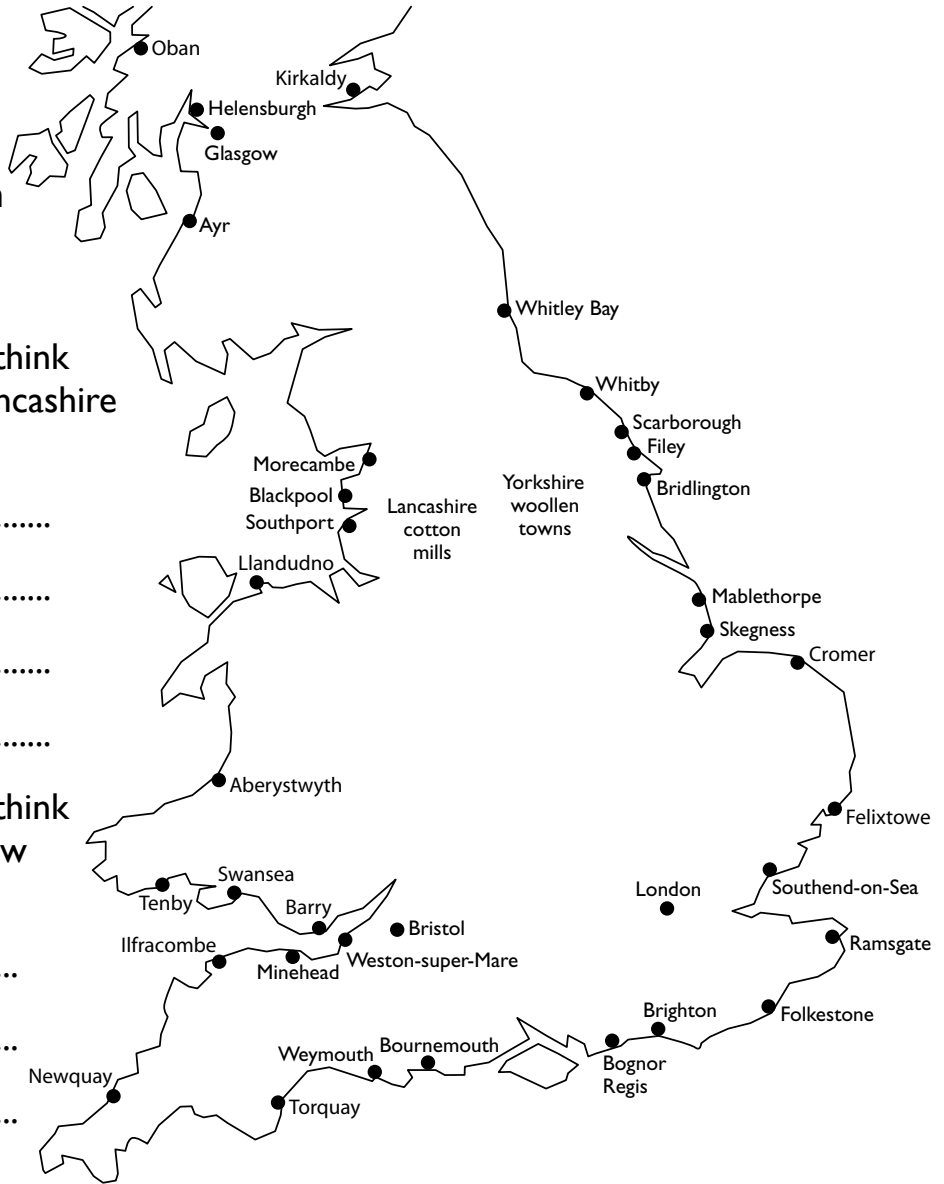
- 
- 
- 
- 

3. Which resorts do you think people working in the factories of London would visit?

- 
- 

4. Which resorts do you think people working in the factories of Swansea would visit?

- 
- 





Seaside resorts

Age range

- Years 3/4 (SP4/5).
- Years 5/6 (SP6/7).

Resources

Copies of the worksheet. Resources about locomotives and trains today.

There may be a steam railway near you that the class could visit.

Llandudno is the recommended town for studying seaside resorts in the geography curriculum.

Using the worksheet

Tell the children that before the development of the railway, people had to walk, ride on horseback or travel in a stage coach or a wagon. All these forms of transport were slow compared to railway travel. When the railway arrived it proved very popular and allowed people to travel faster and further than they had ever done before. If you have been studying the class system in Victorian times you may say that there were first, second, third and even fourth class tickets. If you looked as if you had a ticket above your class you were not allowed on the train.

Younger students

Let the students read through the passage and answer the questions. You may like to use the questions for a class discussion and the students can write down their answers afterwards. You may like to set up twelve chairs as if they were the benches in the compartment and let the students sit on them. The students could sit there for a few minutes and imagine what it would be like to travel in a compartment. This could be made even more realistic if the students were in costume for a Victorian day.

Outcomes

The students can:

- Extract information from a text.
- Make comparisons with life in the past with life today.

Older students

Let the students read through the passage and answer the questions. They could also use sources to find out how a the steam engine worked to pull the train.

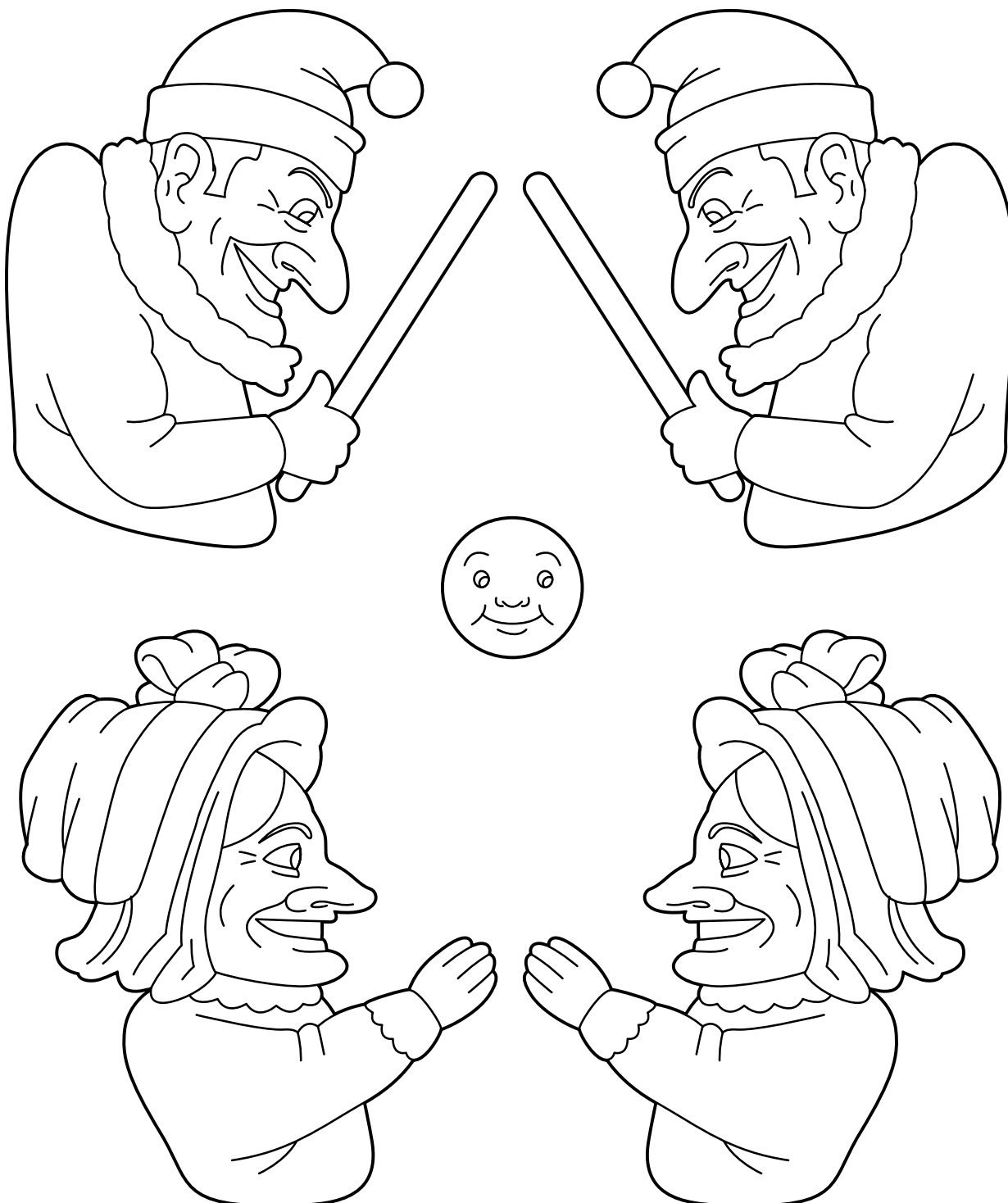
Outcomes

The students can:

- Extract information from a text.
- Make comparisons with life in the past with life today.
- Use a range of sources to investigate a topic.

Punch and Judy

A Punch and Judy show was a popular form of entertainment at Victorian seaside resorts. Make puppets of Punch, Judy, the baby and the crocodile for your own Punch and Judy show.





Punch and Judy

Age range

- Years 3/4 (SP4/5).
- Years 5/6 (SP6/7).

Resources

Copies of the worksheet. Scissors, coloured pens or pencils, glue, clothes peg, small piece of cloth, green glove, model eyes and piece of red cloth. Optional needle and thread.

Using the worksheet

You may like to link this activity with craft work and let the students make puppets with papier mache heads. The heads provided here are simple but let the students gain access to the world of Punch and Judy and the skills of the 'professor' – the puppeteer who worked them. There are more details about Punch and Judy and a specially written Punch and Judy script on the website.

The students should colour in the faces before they cut them out. They should stick one side of the face of Punch and Judy on a piece of card. Cut round the card and then stick the other side of the face on it. The face may then be stuck on the index finger of a glove.

The baby's face needs to be stuck to a clothes peg wrapped in cloth.

The crocodile could be made from an old green glove.

Younger students

The students may need help in cutting out the faces and the card. They may need help sticking cloth and eyes to a glove.

Outcomes

The students can:

- Make simple models of characters in a Punch and Judy show.

Older students

The students can work through the activity on their own. Some students who can sew might like to sew the cloth and eyes onto the gloves if school policies allow.

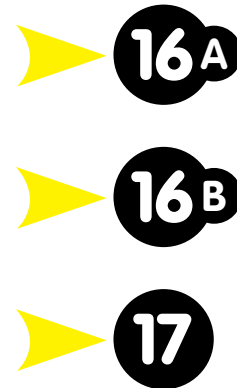
Outcomes

The students can:

- Make simple models of characters in a Punch and Judy show.

Spread 16 and 17 (pages 34–37)

What home was like



The comparison between different kinds of homes is made through the contrast between a middle-class detached villa belonging, perhaps to a lawyer or doctor, and a working-class terraced house where the rooms are all rented, one to a family, perhaps a mill worker. You will be able to think of many variations on this theme, but these two types of accommodation are perhaps easiest to find on the web if you are asking students to do any research.

Research for types of Victorian housing can be done indirectly in a number of ways. For example, students can type into their search engines Dr David Livingstone (1813–1873) and look not only at the history of this famous Scottish Victorian, but also see the lower-class room in which he was brought up. Searching for other famous people can do the same, especially if their homes have been turned into museums.

Here are descriptions of many of the rooms in a middle-class villa and then a working-class rented section of a terraced house. These can be pasted onto card and handed out if you wish. Abbreviated forms are in the student book alongside the house diagrams to which they refer.

These descriptions are in the first person in case you want to read them out in an active manner. They can be thought of as being said by an 11 year old girl or boy.

Middle-class accommodation

Welcome to my house. It is sited in a well-to-do road on the outskirts of the town.

The parlour

On the ground floor the front room (which has the view on to the street and the biggest window) is called the parlour or the ‘best’ room.

In this room we place all of the best things we can afford. There are many of them. The new machines produce many kinds of materials which can, for example, be used for table covers.

Chairs are protected from the greasy brilliantine father uses to hold down his hair with special cloths called antimacassars. We hang more cloths around the fire mantelpieces, but these are just for decoration.

We are decorating our walls with the new fashion of thick floral pattered wallpaper and laying mats on our polished wooden floors.

Because we can now afford to have gas (and hopefully soon electricity) we light our main rooms using big glass chandeliers.



It is very fashionable to have large things, so we have large furniture placed in some small rooms.

There are portraits of the family hung on the walls, taken using the new photography.

The parlour would look cluttered to you, and the furnishings would look heavy. But as everyone has large families, when guests come there are many of them and they all need seats.

The windows have lace curtains across to keep out prying eyes. The curtains to each side of the window are made of a thick material which is drawn on a sunny day to stop the sunshine fading the furnishings.

The room is warmed by an open coal fire and on the mantelpiece above it there are more portraits of the family and lots of small items of sentimental value (bric-a-brac). To one side of the room is a piano, so that each of us can sing and be accompanied during times when we are entertaining.

As with all other rooms, this one is cleaned each day by a maid using a broom.

The dining room and drawing room

The dining room is used every day. This is the time when father is at home and he and mother eat together in a formal kind of way. Father wears his suit and mother her evening gown just as they would if going out to dinner.

The room has a sideboard in which crockery and glasses are kept. The sideboard, the table and the chairs are of mahogany, a dark reddish coloured wood.

The food is brought into the room by the maid, who also clears up after us. While we are eating she stands quietly in the corner and is supposed not to hear what we have to say amongst ourselves.

When we have finished we all go next door to the drawing room. This is where we spend most evenings. It has comfortable armchairs and sofas.

The kitchen and scullery

The kitchen in our house is in the basement. You can get to it from outside by some stairs that run under the main house

stairs. The great cast iron range is set against one wall. This is where all of the cooking is done. It has hot plates above and an oven in the front. It uses coal and one of the maids has to keep it regularly stoked with coal.

The main furniture in the kitchen is a huge dresser standing against a wall. It has all of the serving plates and dishes in it. On the wall pots and pans hang on hooks. One of the maids has to scrub these clean each day.

In the centre of the room is a large table. This is where the cook chops and prepares food, makes pastry and gets the meals ready.

Standing against one wall of the kitchen is a cool cabinet. Things are kept cool by pouring water onto a hole in the cabinet and allowing it to evaporate.

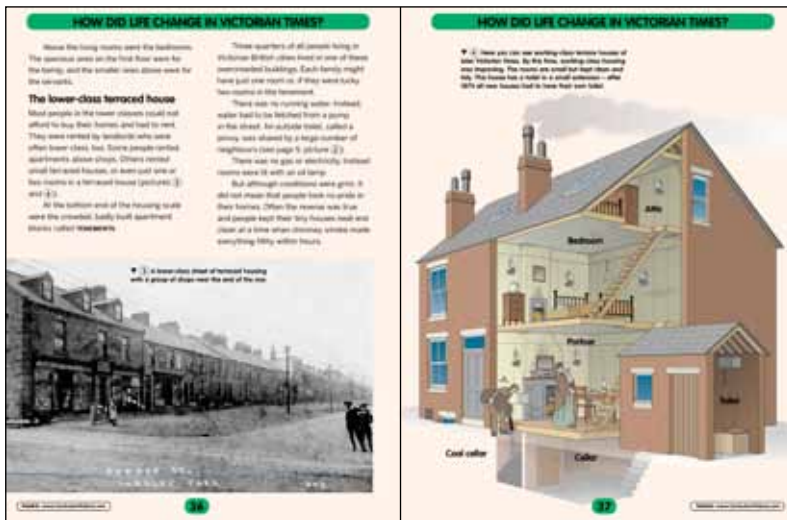
Next to the kitchen is a small room in which all of the house cleaning equipment is kept. There are tin pails and a large tub for doing the washing. In the tub is a scrubbing board and by the wall there is a mangle for wringing out the clothes. The water for washing is heated in a copper – a special boiler. This is heated by gas.

The water closet

We have a water closet in our house. It is a small room with a large cast iron tank high up on the wall. There is a handle sticking out of the side of the tank and a chain hanging down. From the bottom of the tank is a long pipe and this leads to the lavatory pan. Ours has a mahogany seat. The pan itself has floral patterns on the outside. Before we had a water closet we used to have to use a small room outside. It was an earth closet and had no water. Men would come and empty it during the night.

The bathroom

Our house also has a bathroom. In it there is a bath and by it a copper. The copper is fuelled by gas and we use it to heat the water when we want a bath. This room used to be a small bedroom and we used to bath in a tin bath in the kitchen, but now we have become more fashionable we have this new bathroom. But we still wash our faces in a bowl on a wash stand in our bedroom using a jug of hot water that the maid brings.



The bedroom

Our bed has a metal spring and a horsehair mattress with cotton sheets. There is a fire on one wall because it can get very cold in the winter. There are two small mats on the wooden floor. One next to each bed. By the wall is a wardrobe in mahogany and a tallboy for keeping our clothes in. I cannot show you our parents' bedroom as that would be impolite.

The maid's room

Right at the top of the house are rooms for the maids. Two of the maids share a room. They have each got a bed, there is a wardrobe and a chest of drawers for their clothes. There is a small fire to help keep the room warm. They spend most of their time in the kitchen working and do not use their bedroom during the day. The kitchen maid gets £14 a year and board, but the parlour maid is a more responsible job and she gets £17 a year and board.

The cook's room

The cook is the most important of the servants. Mother never does any cooking. This is always done by the cook. So what guests think of us depends very much on how good the cook is. She is called Mrs because that title goes with the job. Actually she is unmarried. She gets £50 a year and board.

The nursery

This is the room where we children play. It is also where we are taught by our governess.

We mainly see mother and father only during the evening. We eat in the nursery, not in the dining room, until we are older.

Here are the corresponding lower class accommodations

Welcome to my house. I live in the upstairs part of this terraced house in a courtyard (court) behind some other houses. It is very close to the factory where most of the family works. The house is cold and damp. It is damp because the house only has one layer of bricks and no damp proof course. We are lucky being upstairs. The old man who lives in the cellar has water streaming down his walls and he coughs all the time. We don't think he will last long.

We have just two rooms, a bedroom and a living room. The toilet is outside in the court. We have to fetch running water from outside, too. If we are lucky we have enough money for a little coal each day. If we are not we simply huddle in our clothes during cold winter days. I will try to tell you how we use our rooms using the words that middle-class people would use.

The parlour

This is part of our living room. It is the part where our father sits next to the table. There are a couple of chairs and some stools. There is no mat on the floor.



The dining room and drawing room

This is part of our living room. It is the part where we have our dining table. It is a couple of feet away from our kitchen because our kitchen is simply the range on the nearby wall.

The kitchen and scullery

This is part of our living room. On one side of the room is a range, a cast iron contraption which has a fire stoked with coal if we are lucky, but more likely wood and scraps of anything that will burn. It warms the room, heats the oven and boils the kettle. There is no water in this room. We have to fetch it from the pump in the road outside our court. We empty dirty water into a drain down the middle of the court outside.

The water closet

There is a small shed in the court shared between us and twenty other families. It is a hole in the ground. It smells dreadfully, but is not unhygienic unless it fills up with water. However, water from closets like this can seep down to the water in the soil and so get to places where water is taken from wells. Then it causes disease.

The bathroom

Our bathroom is a jug of water, usually cold, in our shared bedroom. It is emptied out of the window. It is also a tin bath in the kitchen when we get really dirty.

The bedroom

We have a bedroom with one bed for mother and father and some mattresses on the floor for us children. Most of the family sleeps in this room although we try to sleep in the living room when the embers still glow in the range.

The maid's room

This is part of our living room. Everyone acts like a maid from time to time, trying to keep things clean, except father: he just sits in his chair.

The cook's room

This is part of our living room because the cook is our mother or my elder sister.

The nursery

This is the courtyard outside the front door!

Etiquette for a gentleman

The Victorians were very fond of etiquette, or rules, for how to behave. Here are some rules of behaviour for a middle- or upper-class man to follow. The boys in the class should try them out to see if they can remember them.

Introducing a gentleman to a lady

Ask the lady of your acquaintance if she wishes to be introduced then introduce the gentleman to the lady. Never introduce the lady to the gentleman.

When a gentleman is introduced to a lady

Do not shake hands – bow.

The wearing of gloves

When a gentleman is out of doors in town he must wear gloves.

When a gentleman meets other gentlemen friends in the street

Remove your hat with your left hand and shake hands with your right.

When a gentleman meets a lady whom he knows well in the street

The gentleman turns and walks with the lady. He does not stop her. When the couple have finished talking the gentleman bids her good day and returns to walking in his original direction.

When a gentleman meets a lady he does not know well in the street

He waits for her to recognise him before he bows. If she does not recognise him he walks on.

When walking along the street with a lady

Always let the lady walk next to the wall. In this way you can protect her from the splashes of carriages and the jostling of other people on the pavement. This also allows her to walk on the cleanest part of the pavement.



Etiquette for a gentleman

Age range

- Years 3/4 (SP4/5).
- Years 5/6 (SP6/7).

Resources

Copies of the worksheet. Gloves, hats.

Using the worksheet

You may like to use this activity to show the rules of behaviour which middle- and upper-class men followed. It could be tried after activity **8** on pages 70–71. These rules were also followed by lower-class people who aspired to be thought of as higher class. There were many sets of rules for all occasions. Here are some rules concerned with meeting people and behaving in the company of ladies while walking in the street. Although the activity is concerned with the behaviour of the boys, girls are also needed to set the scene. You may like one or more boys to put on their hats and gloves and one or more girls take part in the introductions and street 'scenes'. After the activity you may like to ask the students about how they would like to cope with remembering different sets of rules for different occasions. They may like to consider how people should behave when someone makes a mistake.

Younger students

The students may need directions for each item of etiquette and perhaps a small number can demonstrate the activities to the class. Students who have watched the display may then try and see if they can follow the rules.

Outcomes

The students can:

- Appreciate that there were rules for behaviour in Victorian times.
- Follow some simple rules.
- Remember some simple rules.

Older students

The students can make up a small play in which the rules are to be applied then act it out to the class.

Outcomes

The students can:

- Appreciate that there were rules for behaviour in Victorian times.
- Follow some simple rules.
- Remember some simple rules.

A Victorian picnic

You can find out a little about the lives of middle- and upper-class people through a Victorian picnic. Here is what you should do.

Preparation

You will need a table cloth on which to lay out the food, a napkin for each person in the picnic party, rugs to sit on while eating and a container, such as a hamper, for the food, plates, cups and cutlery.

The food

Most picnics took place in the afternoon so the food was mainly cakes and biscuits. You could select your food from some (or all!) of the following – jam and scones, tea biscuits, shortcake, spiced tea cakes, Windsor Cake, Sally Lunn, balm cakes, strawberries and cream. You can use iced tea, lemonade or ginger beer for drinks.

If you wished to have a picnic lunch, you could have fewer cakes and biscuits and replace them with roast chicken, pork pies, kedgerree, caesar salad, cucumber sandwiches, cheese and Victorian chutney.

Leaving for the picnic

The gentlemen carry the hampers, cloths and rugs. The ladies may carry their parasols if it is sunny.

Selection of a picnic site

This is the responsibility of the gentlemen. They should select a site away from cliffs in case the ladies are distressed. They should select a site away from ant hills to avoid discomfort to all. They should select a site in the shade because the ladies cannot eat while holding a parasol.

During the picnic

As no servants will be present, the gentlemen should set out the food and serve it to the ladies. Everyone is allowed to make polite conversation which may include amusing stories. Brass band music could be played.

After the picnic

The ladies and gentlemen may play blind man's bluff and tag. They may walk around admiring the flowers and trees, or sit and make sketches. If the picnic is to be at the site of the ruin this too may be inspected. The gentlemen should tidy away the picnic and carry away the hampers, cloths and rugs at the end of the picnic.



A Victorian picnic

Age range

- Years 3/4 (SP4/5).
- Years 5/6 (SP6/7).

Resources

Copies of the worksheet. Table cloths, napkins, rugs, cutlery, plates and cups (use paper and plastic but remind the students that in Victorian times crockery and glass would be used). Food selected from the lists, parasols (optional). Scarf for blind man's bluff (optional), sketch pads and pencils (optional). Brass band music and portable player (Many picnics were in parks where a brass band would be playing).

Using the worksheet

You may like to use this activity at a lunch-time during your work on Victorians. Alternatively you may like to use it as part of a Victorian day, when the students are in costume, and have the picnic in the afternoon. A copy of the sheet could be sent home with the letter to parents or carers explaining that you plan to have a Victorian picnic. Many of the foods selected are available at shops and supermarkets. Part of the worksheet is written in the style of the many etiquette books that were popular in Victorian times. In planning your picnic and after picnic activities make sure all your school policies are followed. You may like to take the students to a location such as a ruin or other location as part of some other work.

Younger students

Some male students may need reminding of their responsibilities at various times during the picnic activity.

Outcomes

The students can:

- Appreciate the genteel way of life as demonstrated by a Victorian picnic.
- Take part in an activity with others.

Older students

The students can work together as a class to decide on the nature of the picnic and plan it. They can then have the picnic and evaluate their work later.

Outcomes

The students can:

- Appreciate the genteel way of life as demonstrated by a Victorian picnic.
- Take part in an activity with others.
- Work as a group to plan an event.

Rose – the house maid


Good day to you. I am Rose. I am the house maid in Mrs Smith’s House. Here is a list of my daily duties.

- 6.00 Wake up and get washed and dressed.
- 6.30 Take hot water from the kitchen up to Mrs Smith’s bedroom and open the bedroom blinds.
- 6.35 Tidy up the drawing room. The Smiths have left things around as they always do every evening.
- 7.00 Call Miss Smith to awaken her.
- 7.05 Dust the parlour even though it will not be used today.
- 7.15 Clean the ladies boots so they are ready for the morning walk.
- 7.30 Call Master Smith to awaken him. Brush the clothes to be worn today and set them out for when the family is ready to dress.
- 7.45 Set out the dining room table for breakfast.
- 8.00 Have my own breakfast in the kitchen.
- 8.30 Take the bedclothes off the beds, clean the washstands and tidy up the bathroom.
- 9.00 Make the beds.
- 9.30 Tidy the bedrooms – dust them and sweep the carpet.
- 10.00 Clean the stairs and landings and polish the furniture and brasses.
- 12.00 Tidy up the pantry, clean the cutlery and polish the silver tableware.
- 12.30 Change into a clean uniform for lunch.
- 12.45 Set out the dining table for lunch.
- 1.00 Have my own lunch in the kitchen.
- 2.30 Clear the dining table and wash the table silver.

For the rest of the afternoon I may clean the windows and tend to the fires. I will have cleaned the fireplaces and set up the fires at other times during the day.

1. If Rose was working for the Smiths today which tasks might she not have to do?



2. How long did Rose spend: (a) cleaning the drawing room and parlour 

(b) setting out the dining room for meals 

(c) attending to the bedrooms and bathroom? 

3. Compare Rose’s day to a day in the workhouse in activity **4A**. Why do you think girls would prefer to be housemaids than live in the workhouse?







Rose – the house maid

Age range

- Years 3/4 (SP4/5).
- Years 5/6 (SP6/7).

Resources

Copies of the worksheet.

Using the worksheet

A family's wealth was measured by the number of servants it employed. Women and girls were employed as housekeeper, cook, housemaid, kitchen maid, lady's maid, scullery maid and laundry maid. There were different grades of most positions. For example a girl could begin her work as fourth laundry maid. Fewer men were employed as servants. They may be employed as a butler, valet, footman, coachman, groom and even odd job man! You can find more details about servants on the web site for this page in the student book.

The activity can be used as a comprehension or used with activities **3A** and **4A** to compare lives in the factory and workhouse.

Answers

1. Light fires (the houses have central heating now), take water up to the bedroom (the houses have plumbing and a hot water system now), call the family (the family uses alarm clocks now).
2. (a) 35 minutes, (b) 30 minutes, (c) 1 hour and 5 minutes.
3. The conditions are much better than those in the workhouse.

Younger students

Some of the students may need help with questions 1 and 2.

Outcomes

The students can:

- Extract information from a text.
- Make simple calculations from the information in the text.
- Make comparisons of living conditions in Victorian times with conditions today.

Older students

The students could use the timeline as a basis for a short play describing Rose's morning. Characters for Mrs, Miss and Master Smith could be explored, and an additional characters, such as the cook, could be created. The play could form part of a Victorian day with the actors dressing in appropriate costume. The students could study pictures of Victorian rooms and try and use their imaginations and craft skills to recreate them.

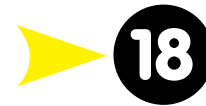
Outcomes

The students can:

- Extract information from a text.
- Make simple calculations from the information in the text.
- Make comparisons of living conditions in Victorian times with conditions today.
- Use a timeline to make a short play.

Spread 18 (pages 38–39)

Victorians go shopping



HOW DID LIFE CHANGE IN VICTORIAN TIMES?

Victorians go shopping
The Victorians invented shopping as we know today...



For hundreds of years, most people had little money and bought things rarely. They usually grew their own food. If you wanted something, you had to make it for you. There were no machines to make products through efficiently so anything you bought was expensive. If you were wealthy, the makers came to you. So there was no need for shops.

Shops
In Victorian times, all of this turned on its head. People had more money. They had factories and so could not produce their own food. Machines or factories made a wide range of goods cheaply. So the people who made things needed to find a convenient way of selling their goods to the people who wanted them. This is how the shop came to be invented.

Different kinds of shop
The Victorians developed three quite different types of shop. You can still find many of them.

The food and everyday items that we need today were first sold in the corner shop, or general store (see page 39). These customers lived in the nearby streets. For things that were wanted less often (for example dresses or shoes) they invented the high street shop. For the wealthy they developed the department store where a great range of luxury goods were on sale.

HOW DID LIFE CHANGE IN VICTORIAN TIMES?



This spread opens up a wide range of possibilities. You can study buildings, the produce, the way of selling it, the advertising that went with it and so on. You can also do a cross-curricular topic with geography (settlement).

Shopping and shops are so indicative of the real change taking place in Victorian times. A number of vital components had come together: manufacturing had made goods cheaper and so more people could afford them. The railways had provided a means of getting goods more easily and cheaply from the factories to towns and cities. More people were earning more towards the end of Victorian times than they had ever done before. Most people were not living close together in towns and cities and so could not produce their own food.

Before Victorian times, shops, in the way we understand them, were not needed. If you wanted something, it had to be made by hand especially for you and the maker (usually a craftsman) delivered it to your door. Hand making things was expensive and so you bought relatively little. It was the craftsman's costs that were most of the total cost, so reducing these by manufacturing on a large scale in a factory reduced the price of the

goods. Making more of them also meant that they were easier to get.

Now there was a greater range of products which could be delivered more cheaply to people who were in well defined urban areas and who often had money to spend. What was needed in all of this was a way of getting the goods that last step from the railway into the homes.

Shops were places where a wide range of goods could be put on sale. People could now choose, so it was worth going to the new places of display – shops – to make that choice.

The key to this was in the way that shopping became fashionable. Even the wealthy began to go shopping and treated it as an event, although, of course, they did not carry anything away as we would today. That was handled separately.

You can see how things changed by looking at a Victorian parlour. It was crammed with small mass-produced items that could be bought cheaply.

Students need to be shown that different kinds of shop serve different purposes. Corner shops were there to replace the country market: to provide everyday provisions. But, in a time before refrigeration, they could not provide fresh food, so although they sold



paraffin and tea, they did not sell meat and milk. These were sold daily by separate shops – butchers and dairies (although in many cases milk was brought round on a cart twice a day as it went sour very quickly in the days before pasteurisation). Bread was another item produced fresh daily.

So these groups of little shops were, in effect, a covered market within walking range of your home.

But more specialist items, such as clothing shops, could not survive on a small local need. They needed a bigger market and so they set up in high streets, changing the character of the main road forever. Horse-drawn trams made it possible to get into town cheaply in a way that had not been possible before.

So the shop was built in with all of the other new housing of the day. You can still find them today, although they do not thrive as well as when they had a more captive market. Refrigerators and freezers and greater mobility have taken much of their trade away in modern times.

Shopping

The Victorians invented shopping as we know it. The most important shop was the general store that acted like a market all rolled up into one weatherproof place.



A



B

1. Look at page 39 in your class book. It is the same as picture A. Write down at least four things that are sold in this shop.

.....

2. They sell savings stamps. What help might these be to poor people?

.....

3. Look at picture B, the same one as on page 38 of your class books. What differences do you see between how people were served then compared to how people get their goods today?

.....

4. How much was 1/4 (it is not a weight)?

5. There were no plastic bags in Victorian times. What do you think they used to carry their goods home?

.....



Shopping

Age range

- Years 5/6 (SP6/7).

Resources

Copies of the worksheet, class books.

Using the worksheet

The corner shop was the focus of much life in a neighbourhood because, for most things people went to a single shop and were served by a real person over the counter. The range of goods sold is far wider than we would expect to see today, although the choices between brands was much smaller. People would also buy more regularly in smaller quantities, reflecting the fact that wages were usually paid weekly or even daily in cash.

Answers

1. Chocolate, bacon, tea, savings stamps, cooked ham, buckets, tins of biscuits, cocoa.
2. Savings stamps were a form of voucher, like points offered by supermarkets today.
3. People were served by sales assistants over the counter. Items were often measured out or cut up (see right) from bulk quantities and placed in paper bags. Butter, for example, would be made up into blocks this way, and ham would be cut from the bone.
4. One shilling and 4 pence, 16 pence, 16p.
5. Shopping bags and sometimes wicker baskets. It was not a disposable society.

Outcomes

The students can:

- Extract information from a text.
- Make simple calculations from the information in the text.
- Make comparisons of living conditions in Victorian times with conditions today.

Further activities

The students could sell to one another over a counter. They would have to ask for goods by name and weight or volume. They would have to be told how much that would be. So here is an opportunity to see the reason that multiplication tables were such a vital part of the school's learning effort. There were no calculators and so shopkeepers had to add and multiply in their heads for the most part. They did it so often it became second nature.



Spread 19 (pages 40–41)

1891 – Late Victorian times

HOW DID LIFE CHANGE IN VICTORIAN TIMES?

1891 – Late Victorian times

Towards the end of Victorian times, there were schools for all, clean water, cheap railways and even holidays. Life was still tough for the poor, but much better than at the start of Victorian times.

There had been enormous changes since Queen Victoria came to the throne in 1837. For one thing, the 1851 **Great Exhibition** had shown that there were many things in many places as at the start of Victorian times. For more children had to be educated and for more adults had to be employed.

People are better off

The cities had not been so crowded for all these people. Now had to get more in fact. Quite the reverse was true. Between 1850 and the end of Victorian times, real wages almost doubled while prices fell by half. As a result, for many people, especially the middle classes, it was a time of prosperity. They had the money to buy things that had never been possible before.

Planning

In previous centuries towns and cities had grown haphazardly. Now councils began to plan where houses and shops would go (circles 1). They built streets and hospitals and laid out city parks. The city councils became responsible for the town hall (rectangle 2). They also began to empty sewers and street gullies.

Trains and roads had made it easier for people to travel, and cities began to spread out. The suburbs were

HOW DID LIFE CHANGE IN VICTORIAN TIMES?

They were forced to meet houses, and built better, but city councils collected rubbish and built public baths for those without baths at home. They even installed street lights.

In many ways, the Victorians set down the foundations for life as we know it today. For this reason, many people look back to Victorian times as one of the greatest times in British history. Without the Victorians, we would lack many of the things we take for granted today – from the museums and public libraries we visit to the railways we travel on.

1 is one of a city about 1850 and **2** is one of a city about 1890. The city of 1850 is shown on page 19. 7



This is the last of the Victorian change spreads. It should be used in conjunction with the first spread (pages 6–7) showing what cities looked like in early Victorian times.

Using this spread you can review with students all of the events that have taken place through Victorian times.

You might find it convenient to divide up this huge topic into how life changed for children and then other great changes during Victorian times.

If you are doing a local study, you may also have gathered a collection of materials and displayed them on a wall, or in a computer file. It would be good to have each of the features you have photographed dated. In many cases your students will have found little from early Victorian times, so they will then know (when they turn over and begin to look at what the Victorians left for us) that much of what we have is of middle to late Victorian times.

Hopefully they will have local pictures of many of the features shown on the page. They will have inside pictures of Victorian style high cistern loos, ranges, various rooms, perhaps from museums they have been to, or pictures taken off the Internet. They will also have different kinds of building, various pictures concerning stations and the newly arrived shops, and especially department stores. Old

public library or museum pictures are often the best, using the schools museum services which are so good.

A word of caution when using the Internet. We were not the only ones to use the term Victorian and so students can easily find themselves in an American or Australian web page looking, copying and pasting features from another country. The easiest way to avoid this is always to type in the letters UK in the search engine. On the other hand, for the more able, it could be good fun to look at American Victorian, with their fantastic forms of what is known as Gothic, Queen Anne (really, even though built in Victorian times) and so on.

The themes to pick up on are services, and transport. Services include water and sewerage, shops and schooling. Students can see the rise of corner shops and of shopping streets and the building of department stores. We take them all for granted now, but they were a Victorian phenomenon. In early Victorian times tradespeople went to the middle classes, but by the end of Victorian times, shops were so good that it was fashionable for the more wealthy to go to the shops (even if they did not carry their own goods home). This was a revolution in trading.



Transport change is pre-eminently due to the railway, but it is important that students also consider trams. Trams began just about three years before the Victorian era ended, but pictures of these early trams are hard to find and most tram pictures are Edwardian, so beware.

Public parks are another feature of Victorian times. People were able to promenade on a fine afternoon in conditions that still kept their long dresses reasonably clean.

The picture postcard grew up with the rise of the Victorian postal service and seaside visits.







Students could also ask if anything had suffered during Victorian times. It would be hard to find it, except for the loss of countryside.

In the context of countryside, this would be a time to mention the philanthropic societies and those that grew up to meet perceived threats. You can talk about the National Trust in this context, which was founded in the Lake District to oppose the advance of the railway.

Looking at a census

Every ten years a census is taken to record details of the people living in homes throughout the land. Here is a record for a lodging house in Victorian times. The information can be used to try and find out about the people who lived there.

<i>30 Bailey Row, Lomton, Yorkshire</i>						
<i>Name</i>	<i>Relation</i>	<i>Condition</i>	<i>Age</i>		<i>Occupation</i>	<i>Where born</i>
			<i>M</i>	<i>F</i>		
<i>James Atkinson</i>	<i>head</i>	<i>M</i>	<i>40</i>		<i>lodginghouse keeper</i>	<i>Lomton, Yorkshire</i>
<i>Betty Atkinson</i>	<i>wife</i>	<i>M</i>		<i>39</i>		<i>Lomton, Yorkshire</i>
<i>Henry Atkinson</i>	<i>son</i>	<i>U</i>	<i>15</i>		<i>scholar</i>	<i>Milltown, Lancashire</i>
<i>Ellen Atkinson</i>	<i>daughter</i>	<i>U</i>		<i>11</i>	<i>scholar</i>	<i>Lomton, Yorkshire</i>
<i>Sam Pickles</i>	<i>lodger</i>	<i>U</i>	<i>17</i>		<i>labourer</i>	<i>Greenton, Lincolnshire</i>
<i>William Simpson</i>	<i>head</i>	<i>M</i>	<i>29</i>		<i>boiler maker</i>	<i>Hopton, Kent</i>
<i>Mary Simpson</i>	<i>wife</i>	<i>M</i>		<i>23</i>		<i>Lomton, Yorkshire</i>
<i>Alice Simpson</i>	<i>daughter</i>	<i>U</i>		<i>2</i>		<i>Lomton, Yorkshire</i>
<i>John Robinson</i>	<i>lodger</i>	<i>U</i>	<i>31</i>		<i>bricklayer</i>	<i>Peaktown, Derbyshire</i>
<i>David Binns</i>	<i>lodger</i>	<i>U</i>	<i>27</i>		<i>tailor</i>	<i>Milltown, Lancashire</i>
<i>George Shaw</i>	<i>lodger</i>	<i>U</i>	<i>54</i>		<i>labourer</i>	<i>Shanrock, Ireland</i>

1. Was it likely that James and Betty Atkinson were running the lodging house 15 years before this census was made? Explain your answer on the back of this sheet.
2. Could they have been running the lodging house 11 years ago? Explain your answer on the back of this sheet.
3. How many lodgers were staying at this house? 
4. Which English lodger had travelled the furthest? 
(You may need to look at the counties on a map of England to help you answer).
5. Where and when do you think William Simpson met Mary Simpson?

6. Could David Binns have known James and Betty Atkinson before he moved to the lodging house. 
7. When may George Shaw have left Ireland? 
8. In what other way is George Shaw different from the other male lodgers?




Looking at a census

Age range

- Years 3/4 (SP4/5).
- Years 5/6 (SP6/7).

Resources

Copies of the worksheet. Atlas showing the counties of England.

Using the worksheet

This is a fictitious census but it is based on a census return for an actual lodging house. The aim is to help students realise that they can interpret the information to try and find out about the lives of the people who lived in Victorian times. A feature that you may wish to point out is that none of the people are old by our standards today. Most of the lodgers were young men who had moved to find work and a family rented a room in the lodging house. The ages of the people and the places they came from can be used to understand something of their lives.

Answers

1. No. The son was born in Milltown.
2. Yes. The daughter was born in Lomton at this time.
3. Four.
4. William Simpson.
5. He met her in Lomton as he was working as a boiler maker. Perhaps he saw her on his way to and from work.
6. Yes. He comes from Milltown where the Atkinsons lived for a time. He would have been 12 at the time of Henry Atkinson's birth. Perhaps his parents knew the Atkinsons and when David wanted to work in Lomton they offered to find him a room.
7. He may have left Ireland during the famine.
8. He is much older than the other men.

Younger students

Some of the students may need help in finding answers to the questions as they look at the data on the census form.

Outcomes

The students can:

- Extract information from a table.
- Interpret the data to make suggestions about the ways of life of people in the past.

Older students

A few of the students may need help in finding answers to the questions as they look at the data on the census form.

Outcomes

The students can:

- Extract information from a table.
- Interpret the data to make suggestions about the ways of life of people in the past.

Spread 20 (pages 42–43)

What the Victorians left for us

HOW DID LIFE CHANGE IN VICTORIAN TIMES?

What the Victorians left for us

The Victorian age ended just over a century ago. But many Victorian buildings – from houses to parks and museums – are still all around us. Here is how to identify Victorian buildings.

The Victorians were great builders and, in city centres, because Victorian towns only existed a century ago, much of what they built has survived. Some of it has been well maintained, but much has been altered (picture 1).

Does my area have any Victorian buildings?

You will find Victorian buildings in these kinds of places:

- ▶ in cities and town centres
- ▶ in rural seaside towns
- ▶ in nearby villages
- ▶ in the more densely packed areas of cities
- ▶ in country villages

You will likely find Victorian buildings in these places:

- ▶ near towns, either the town centre or surrounding rural area
- ▶ the outer suburbs of cities – this is because these were built after Victorian times

1 When you are looking for houses of Victorian style, look at windows. Many have been replaced for modern use, but the upper floors often still stand in their original Victorian form.

2 The Victorians built some beautiful and beautiful houses. They often had decorative and powerful ironwork that remains in the stone walls from the original form, and opened to Queen Victoria in 1840.

3 The Victorians built some beautiful and beautiful houses. They often had decorative and powerful ironwork that remains in the stone walls from the original form, and opened to Queen Victoria in 1840.

4 The Victorians built some beautiful and beautiful houses. They often had decorative and powerful ironwork that remains in the stone walls from the original form, and opened to Queen Victoria in 1840.

HOW DID LIFE CHANGE IN VICTORIAN TIMES?

What kinds of buildings are there?

Many surviving Victorian buildings are those intended for public use, such as town halls, churches (2), schools, libraries, museums, railway stations, police stations and hospitals. However, housing (picture 3) has, in many ways, been the most important.

Dating buildings

There are lots of clues that can help you spot a Victorian building. Many public buildings from the time included a date on the facade, or top.

On a school book for the dates that have '1840' and '1870' marked over them, Victorian houses often had names written over the front door – for example, 'Annie's Shop'.

In historical houses, look at the ground floor windows. If they are flat-headed, they probably belonged to those times. Victorian if they are bay windows, they were introduced by the middle classes.

Victorians liked to decorate their houses with tiles and coloured bricks. The windows frames are 'heavy' looking, and in fact, windows they are often made from stone. Victorian houses don't all have these features. But larger houses often had chimneys, which were marked by dark, steeply pitched roofs.

Finally, you may be able to tell a Victorian house if it is a garden (picture 4) or a street (picture 5). This was often used in later times.

5 A dense collection of small, old houses with one that stands out, the one in the street (picture 6) has been a common feature.



Here is an opportunity to bring together material that you have gathered locally.

The difference between this page and the last one is that we are now looking at modern times and understanding what in the townscape and countryside can be ascribed to Victorian times today.

The possibilities for this study are endless. On the spread we have put some pictures as a guide.

The Victorians, of course, left both tangible and intangible things for us. On the tangible side they left the public parks, the terraced houses, the municipal palaces (city and town halls), the railways, the trams (which we have recently come back to), iron ships, shops, department stores, seaside resorts, suburbs and so on.

You can get students to go around with a map and survey their local area to find out how many of the tangible assets remain today. This is possible both in the countryside and the city, for the end of enclosures came in Victorian times and this left us with a parcelled landscape and more farmhouses. Most Victorian enclosures were early in the period, but hedges and trees can be found that date from this time. On a more exotic level, students could find out if there are any arboretums or botanical gardens nearby, as

many of these reflect the Victorian passion for collecting things from all over the world. They are a real tangible asset, for many trees take a century or more to mature.

Perhaps most fascinating of all are the shops. The idea of a shop is that people from some distance travel to the shop – the goods do not go out to the people. This happens when there are enough people to get to the shops, when there are things they can afford to buy, and when transport is developed enough for them to get between home and shops conveniently.

As we have seen, during Victorian times there was an enormous growth of the cities. As the same time, the idea of public transport began, at first with horse-drawn trams and at the very end with electric trams.

At the same time, people had more money to spend and there were many more things they could buy. So people began to go shopping.

It cost money to use public transport, so corner shops sprang up close to where people lived. Now, within walking distance, you could buy what you wanted for your everyday needs. Many of these survive, but also many have closed. If you have both kinds in your area, try to work out why some have survived and others not. (Were there too many small shops?)



Are they close to a bus route where people can use a bus to visit a supermarket? Do we demand more variety now than a small shop can provide? and so on.)

Shops that sold things you didn't need very often began to open in the centre of towns and cities during Victorian times. Together they made a shopping street. Some shops sold many different kinds of things, with a counter for each kind. These were called department stores. Above them were offices, perhaps for lawyers, perhaps for recruitment agencies. Contemporary maps in libraries and museums often give this information.

Modifications

If students are looking at what the Victorians left for us, they need to know that many buildings have been modified. They need to look through these modern modifications and see what was originally there. This is quite hard to do and better suited to older children and the more able. But usually most students can see the old by looking up above shop level. Quite often it is just the ground floor facade that has been changed in a shopping street (that is unless the town planners of the 1960s and 1970s got hold of an area).

Consequences

Another feature that makes a great cross curricular study is the way that the ideas of Victorian times have constrained what we now do. Don't look at city centres for this, for they were already largely laid out, at least in plan, well before this time. But if you look at the inner city (suburbs) then here is pristine Victorian development. Much of it is built in rectangular (grid iron) patterns. You can ask students to imagine it back in Victorian times. Show them a picture which suggests that there was very little traffic on most roads compared with today. What is especially noticeable is that there were few parked vehicles. So the idea of the road was that it should be wide enough for traffic (horses and carts) to pass and no more. Now we have parked cars these streets can be a nightmare to navigate, but this was not, of course, the Victorian's fault because they could not have foreseen our present use of roads as open car parks.

Students can also look at the small front gardens and back gardens of many Victorian houses. These are not particularly a reflection of land prices as they might be today, but a reflection of the fact that gardening was not what most Victorians did. Instead they went to parks. So their need for front and back gardens was really quite limited. Of course, it was also true that the less space the houses took up, the more could be fitted onto the space.

Victorians built many factories and warehouses. Again, these were designed for completely different ways of working to those we need today. The machines were not independent, but driven by belts using shared shafts driven by steam engines. Victorian mills, for example, are huge buildings with many levels designed in an age where materials were hauled up to the top and then processed as the products moved down from floor to floor. Many are quite unsuitable for modern needs and this is why so many of them have been demolished. So students might notice that while shops and homes have survived, very little of Victorian age manufacturing or warehousing has survived.

The upshot of all this is, of course, that we are left with an unbalanced collection of buildings that reflect the Victorian age, just as we are left with an unbalanced collection of buildings from Tudor or other times. So although the Victorians left us what were, at the time, perfectly sound versions of all kinds of buildings, over the years some have accommodated our changing uses better than others and the ones that could not be used, like factories, have disappeared.

If you live near docks the effect is possibly most dramatic of all, with the great Victorian docks and warehouses having now given way to swish apartments and marinas. Of course, in these environments, what is left of what the Victorians left for us is the dock filled with water.

To make some of the task easier, it might be helpful to get students to focus on some common Victorian embellishments to private houses, such as the use of light coloured bricks around windows, and names given to groups of houses constructed by the same builder. You can ask them to say, for example, how many different builders must have been involved in

building a street by looking to see how many different groups of buildings there are.

You might also like to examine some famous Victorian buildings. Here are some of the British ones and their dates of construction:

- ▶ Central Railroad Station, Newcastle, by John Dobson, 1846 to 1855.
- ▶ Clifton Suspension Bridge, Bristol, by Isambard Kingdom Brunel 1836 to 1864.
- ▶ Crystal Palace, London, by Joseph Paxton 1851, moved 1852, burnt 1936.
- ▶ Keble College, Oxford, by William Butterfield 1867 to 1883.
- ▶ Natural History Museum, London, by Alfred Waterhouse 1860 to 1880.
- ▶ Paddington Station, London, by Isambard Kingdom Brunel 1852 to 1854.
- ▶ Palm House at Kew Gardens, by Decimus Burton and Richard Turner, at London, England, 1844 to 1848.
- ▶ S. Pancras Station, London, by William Henry Barlow, 1864–1868.
- ▶ Temple Meads Station, Bristol, by Isambard Kingdom Brunel, 1840.
- ▶ The Albert Dock, Liverpool, by Jesse Hartley, 1845.
- ▶ The British Museum, London, by Sir Robert Smirke 1823 to 1847.
- ▶ Tower Bridge, London, by Horace Jones, 1886 to 1894.



▼ Look at the detail in this Victorian stonework.

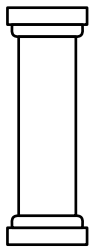


Looking at buildings

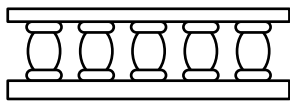
Victorian buildings have features which can be used to identify them. Use this sheet to identify Victorian buildings in your town centre and in streets that are away from the centre.

Town centre buildings

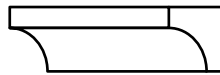
The Victorians were very fond of a type of architecture called neo gothic. Here are some neo-gothic features.



column



balustrade



cornice



pinnacle



arch



pointed arch

Which buildings in your town have these features?

.....

Victorian terraces

Tick the appropriate boxes below.

- | | |
|--|--|
| <input type="checkbox"/> Have front doors that open straight onto the street | <input type="checkbox"/> Have a basement window |
| <input type="checkbox"/> Have a small garden area in front of them | <input type="checkbox"/> Have a second storey window |
| <input type="checkbox"/> Have bay windows | <input type="checkbox"/> Have a name plaque on the terrace |
| <input type="checkbox"/> Do not have bay windows | <input type="checkbox"/> Have a date plaque on the terrace |

Was the terrace originally built for lower- or working-class people, lower-middle-class people or middle-class people?

Explain your answer on the back of this sheet.



Looking at buildings

Age range

- Years 3/4 (SP4/5).
- Years 5/6 (SP6/7).

Resources

Copies of the worksheet. Access to the town centre and a street of terraced houses. Make sure that all school policies addressing school trips are followed. If access cannot be achieved, photographs of the town may be used instead.

Using the worksheet

The aim of this activity is to develop the students' observational skills. In the second part of the activity on terraced houses it is hoped that the students' knowledge can be applied to identify the class of person the houses were built for. This later part may need some sensitivity as some of the students may live in terraced houses.

You may have to move just out of the town centre to find chapels with neo-gothic features. The students should be aware that all old buildings are not necessarily Victorian, some could be even older and some built in the first two decades of the 20th century.

Younger students

Some students may need help in identifying the neo-gothic features.

Outcomes

The students can:

- Make observations on their surroundings.
- Identify architectural features.
- Make inferences from their observations.

Older students

The students could extend their work by looking at collections of old photographs of the town. These are sometimes published in books on local history. They could compare the old photographs with ones taken more recently or take the photographs themselves while on the trip to use to make the comparisons.

Outcomes

The students can:

- Make observations on their surroundings.
- Identify architectural features.
- Make inferences from their observations.
- Use old photographs to discover how the town has changed from Victorian times.

Name:..... Form:.....

Based on **pages 44 and 45** of *How life changed in Victorian times*

In Martha Ann Catlow's life

In activity **2A** you looked at the gravestone of the Catlow family. Martha Ann lived from 1838–1883. What events took place in her life?

Use the following resources to find out:

Activity **2B**; 'Inventions in Victorian times'; 'Some famous Victorians' on pages 44–45 of your class book; 'Victorian timeline' on page 46 of your class book.

Write an event in each block then cut them out and arrange them in order.



In Martha Ann Catlow's life

Age range

- Years 3/4 (SP4/5).
- Years 5/6 (SP6/7).

Resources

Copies of the worksheet. Copies of activity

2B worksheet in this *Teacher's Guide*, pages 44–46 in the student book.

Using the worksheet

The aim of this activity is to let the students reflect on the life of an ordinary person in Victorian times and consider some of the important events that took place in it. This will also show the large number of things that were happening in fifty years in Victoria's reign. You may start by letting the students read through the instructions and begin the task. It may not be long before they see that the task is rather a long one. The students may find that there are about sixty entries and at this point you may let them work in groups – each group producing a timeline. Alternatively, you may wish them to start in groups but the point may be missed that the Victorian times were busy times and great changes took place.

At the end of the activity you may like the children to speculate on what the timeline would be like for Martha's father, Albion, who lived from 1811–1900. What changes did he see in his life?

Younger students

Some students may need help with the birth dates and death dates of the famous historians.

Outcomes

The students can:

- Use a variety of sources to build up a timeline.
- Reflect on the life of an ordinary Victorian.

Older students

The students should be able to work in groups and find all the information. You may remind them to put in the dates when famous people were born and died. The students could be set a task of taking a ten year period of Martha's life and write an account of the events that took place in it as if Martha had been writing about it herself. Five accounts (one for each decade) could be read out on a Victorian day by students in Victorian costume for maximum effect.

Outcomes

The students can:

- Use a variety of sources to build up a timeline.
- Reflect on the life of an ordinary Victorian.
- Write an account of events in a ten year period in Victorian times.



21

Name:..... **Form:**.....

Based on **pages 44 and 45** of *How life changed in Victorian times*

A large rectangular area with a dotted border, containing 12 horizontal dotted lines for writing.