

Victorian Investigation



KS2

Brief description:

Follow the footsteps of Mr Rosser around his district of Swansea on the day of the 1851 Census. Meet a number of people from different backgrounds.

Make this a half day workshop by including our object handling workshop. Interrogate a wide range of objects associated with the different characters and piece together what life was like in the 19th century for rich and poor, men and women.

Feedback from teachers and pupils:

‘Investigatory style activities increased interest and involvement.’ (KS2 teacher)

History

Pupils should be given opportunities to: ask and answer the questions:

- what do you know about life at this time; how do you know this and how can you find out more?
- what was life like for rich and for poor people, for men, women and children, *e.g. houses, food and farming, transport, education, clothes, celebrations, pastimes?*
- were there significant changes in people’s lives at this time and, if so, why?
- how have the daily lives of people at this time been represented and interpreted and why?
- what impact did people of this time have on their environment?



Learning objectives to:

- help pupils to identify changes to people’s daily lives in the in the locality the in the nineteenth century; ask and answer relevant questions about the past; use a range of sources.

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- be given opportunities to select, record, and organise historical information and communicate ideas, opinions and conclusions.
- help pupils ask if there were significant changes in people's lives at this time and, if so, why?
- consider what was life like for rich and for poor people, for men, women and children.

This session can be adapted for special needs groups – please contact to discuss.

Activity	Skills	Literacy and Numeracy Framework
<p>Option of 40 minutes or 1 hour: Character actor session: During this facilitated session, pupils will meet 'Mr Rosser', a character actor, who will tell them about some of the different people he met as he carried out his role as an enumerator. Pupils will learn about the different backgrounds and social classes he encountered around his district of Swansea on the day of the 1851 Census. They will discover the different types of jobs that were undertaken by rich and poor, and by men and women in Victorian industrial Wales. They will discover the changes that were taking place in the nineteenth century and how these changes can be seen in one area of an industrial town like Swansea.</p> <p>Option of 20 minutes or 1 hour: Object handling session: During this facilitated session, pupils break into 6 groups to interrogate a wide range of objects associated with some of the different people listed in the 1851 Census. They will have to select artefacts to represent that person and will have to justify their choices. They will have to consider how objects provide evidence of a person's life including social class, occupation and interests.</p> <p>My Museum Visit booklet: During this teacher led activity, pupils will use the booklet to help them look more closely at the objects in the Museum. This general themed booklet can be used to find objects linked to the theme of the visit.</p>	<p>Historical knowledge and understanding Pupils should be given opportunities to:</p> <ul style="list-style-type: none"> • identify differences between ways of life at different times • identify significant people and describe events within and across periods <p>Interpretations of history Pupils should be given opportunities to:</p> <ul style="list-style-type: none"> • identify the ways in which the past is represented and interpreted • distinguish between 'fact' and 'opinion', giving some evidence/knowledge-based reasons for this. 	<p>Literacy <u>Reading:</u> Locating, selecting and using information Aspect: reading strategies</p>

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<p>Discuss with your class:</p> <ul style="list-style-type: none">• The ways in which the Industrial Revolution changed certain parts of Wales. Think about how small towns, villages and farms grew in to large towns like Swansea and Merthyr Tydfil as people moved from the countryside and from outside Wales to work industry.• The different jobs and fortunes of the men, women and children in the Victorian age. Mine and industry owners became rich. However most	<p>Developing thinking</p> <p>In history, learners develop their thinking skills through historical enquiry and reflection on key questions, ideas and interpretations.</p>	

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<p>workers were poor and were often paid low wages, and lived in unhealthy, overcrowded slums or shanty towns.</p>	
<p>Resources that your pupils will use during the visit: Replica and real objects related to work and industry, homes, education, shopping and entertainment.</p> <p><i>My Museum Visit</i> booklet will be provided on the day of your visit. Please bring your own pens or pencils, and clip boards if desired.</p> <p>Health & Safety Information for schools: http://www.museumwales.ac.uk/en/learning/healthandsafety/</p>	<p>Follow-up activities:</p> <ul style="list-style-type: none"> • Visit the local archives services in your area and find out about the 1851 Census in your locality. • Find out how Victorians counted their money. • Find out about some of the new inventions on show in the 1851 Great Exhibition in London. • Visit St Fagans: National History Museum, where there is a row of six cottages from Rhyd-y-car in Merthyr. In 1801, Merthyr was the largest town in Wales, with a population of 7,000.
<p>Preparations :</p> <ul style="list-style-type: none"> • Ask the pupils to think of some questions to ask the character actor. Questions can be brought on the visit and used in the actor's session. • Discuss with the pupils how they should handle objects. Remind them of the need to keep the objects and themselves safe. • Find out what a census is and what information was collected. Find out why is it taken and how a census can be used to study local history and where you need to go to access the census returns. 	<p>Links:</p> <p>http://www.museumwales.ac.uk/en/2784/</p> <p>http://www.bl.uk/learning/histcitizen/victorians/victorianhome.html</p> <p>http://www.nationalarchives.gov.uk/victorians/</p> <p>http://www.bbc.co.uk/schools/primaryhistory/victorian_britain/</p>

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