

**Activity 01.**

**Activity/topic:** Living conditions. What were Victorian houses like?

**Key Stage:** Two

**Subject:** History –*Victorian Britain.*

**Year:** 3 & 4

**Aims and objectives:** To use primary source material to undertake an investigation into the living conditions during the Victorian period. Pupils will be provided with the opportunity to develop their skills in historical enquiry. To develop the ability to identify some of the different ways in which the past is represented. They use sources of information in ways that go beyond simple observations to answer questions about the past.

**Links to the National Curriculum for History:** Pupils should be taught 4a. how to find out about the events, people and changes studied from an appropriate range of sources of information, including documents, printed sources. 5a. Recall, select and organise historical information 5b. Use dates and historical vocabulary to describe the periods studied 5c. Communicate their knowledge and understanding of history in a variety of ways. 11a Victorian Britain: A study of the impact of significant individuals, events and changes in work and transport on the lives of men, women and children from different sections of society.

**Possible Cross Curricula links:** **English:** Pupils should be taught to **Speaking & listening:** 1c. Choose material that is relevant to the topic and to the listeners 3a make contributions relevant to the topic and take turns in discussion 3b. Evaluative comments as discussion moves to conclusions or actions 3c. Qualify or justify what they think after listening to others' questions or accounts 3d. Deal politely with opposing points of view and enable discussion to move on 3e. Take up and sustain different roles, adapting them to suit the situation, including chair, scribe and spokesperson 3f. Use different ways to help the group move forward, including summarising the main points, reviewing what has been said, clarifying, drawing others in, reaching agreement, considering alternatives and anticipating consequences. **Reading:** 2a. Use inference and deduction. **Science:** **Grouping and classifying materials** Pupils should be taught 1a. to compare everyday materials and objects on the basis of their material properties, and to relate these properties to everyday uses of the materials.

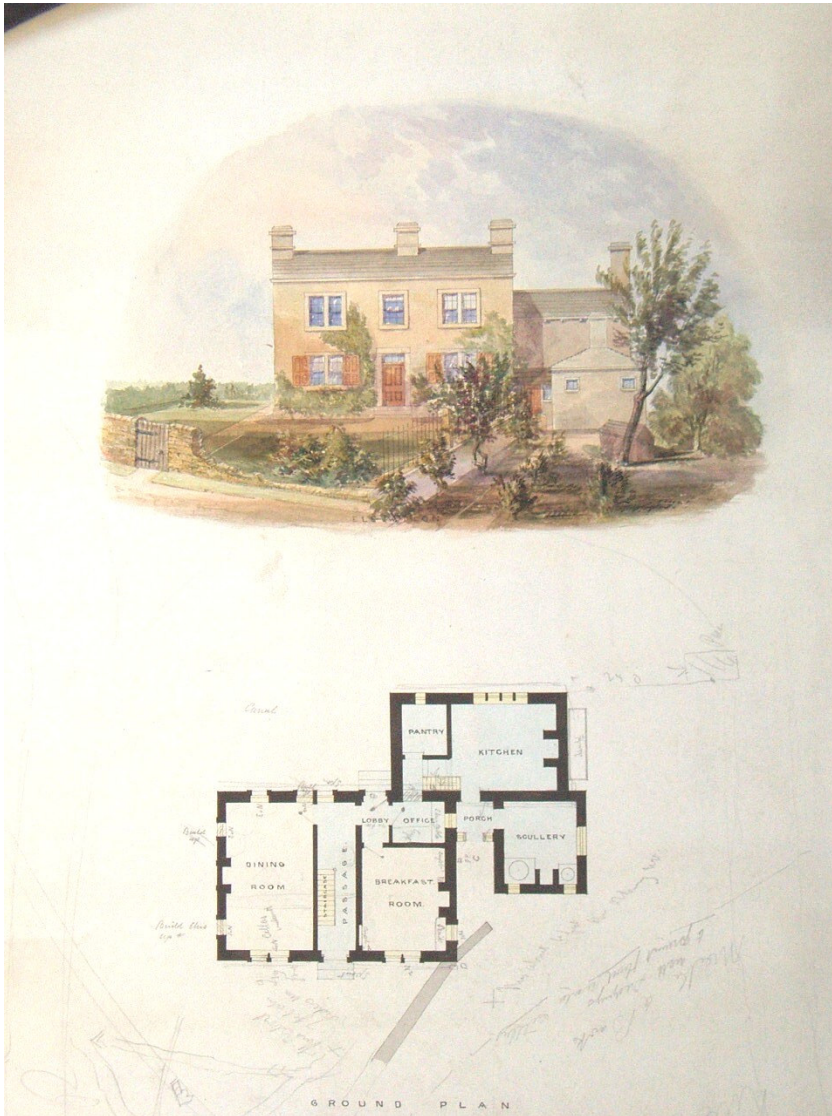
**Activity: Note:** The original copies of the documents used for this activity are held at the British Waterways Archive. The document was produced for the Calder and Hebble Navigation in the north of England and shows a house adjacent to a canal, although you cannot see the canal in the picture. The painting was produced in the mid-late 19<sup>th</sup> century. Artist unknown.

This activity can form both a speaking and listening exercise followed by written work, or a written exercise alone, after an initial discussion on the document. The following questions can form the basis of a source based comprehension exercise, and could usefully include a class-based discussion on primary and secondary evidence.

1. What evidence is there in the picture to tell you how the house was heated?
2. Make a list of the materials that were used to build the house. Name some materials that were not used, and explain why.
3. What sort of person would have lived in a house like this? Use evidence in the picture to explain your decision.
4. In the garden is a picture of a large dog kennel. Can you think of any reasons why the owner might have wanted a large dog?
5. Look at the door of the house. What is missing? Can you think of any reasons why the artist missed them out?
6. The house was built next to a canal. Write down as many reasons as you can to explain why a house might be built next to a canal.
7. Make a list to show how the house in the picture is the same, and different, from yours.

**Extension Activities & Follow up work:** Research work: compare this house with that of a poor Victorian family. Empathy work- Imagine you are a canal worker. What was it like to live in the house? What sort of job might you have done? Possible link to **Art** 5d. 'Investigating art, craft and design in a variety of genres, styles and traditions'. Investigating and experimenting using watercolour. Follow up work could involve undertaking research on canals.

**Resources required:**



*"Elevation and ground plan of a house [at Coopers Bridge?]", nd [mid-late 19<sup>th</sup> century], catalogue ref. BW85/11/5*

**Differentiation:** For the less able, adapt the questions above to require more fact based answers based on the primary source. For the more able base the work as set out in activity sheet 02.

**Assessment:** By outcome. Has the primary source been correctly interpreted?