

**Activity 02.**

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

**Key Stage:** Two

**Subject:** History (Victorians)

**Year:** 5 & 6

**Aims & 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 and interpretation. To develop the ability to describe features of past societies and periods and to begin to make links between them. To use their knowledge and understanding to evaluate sources of information and identify those that are useful for particular tasks. They select and organise information to produce structured work, making appropriate use of dates and terms.

**Links to the National Curriculum for History:** Pupils should be taught to 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:** Speaking & listening. Pupils should be taught to 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. **Mathematics.** Using and applying shape, space and measures: Pupils should be taught to 1a recognise the need for standard units of measurement 1b.select and use appropriate calculation skills to solve geometrical problems 1d use checking procedures to confirm that their results of geometrical problems are reasonable. **Geography.** Geographical enquiry and skills Pupils should be taught to 2e to draw plans and maps at a range of scales

**Activity: Note:** The original copies of the documents used for this activity are held at the British Waterways Archive. The image that accompanies this lesson shows a watercolour picture of a house owned by the Calder and Hebble Navigation in the north of England. The original document can be viewed at the British Waterways Archive. The house is 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. The pencil annotations were added soon after the document was created.

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 difference between primary and secondary sources can be usefully explored. The following questions can form the basis of a source based comprehension exercise. Questions based on the primary source.

Using the picture.

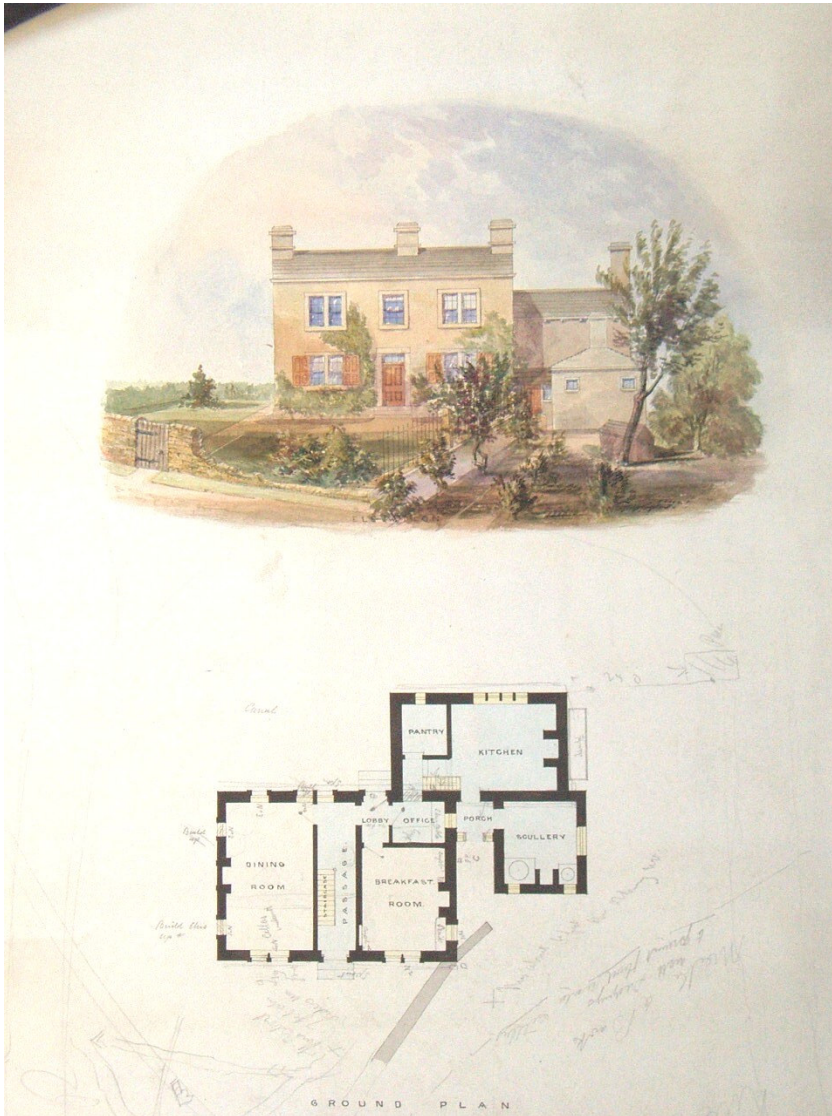
- Give some examples of a primary and a secondary source. What is the difference?
- What evidence is there in the picture to tell you how the house was heated?
- Look at the door of the house. What is missing? Can you think of any reasons why the artist missed them out?
- Look at the plan at the bottom of the document. Make a list of the rooms on the ground floor.
- What rooms do you have in your home?
- What sort of person would have lived in this house? Use the evidence from the plan and the picture to support your answer.
- A canal company called the Calder and Hebble Canal Navigation built the house around 1850. Write down as many reasons as you can to explain why they might have built the house where they did.

Using the plan.

- How many windows are there on the ground floor?
- How many staircases does the house have?
- How many doorways does the house have?
- Look at the scale at the bottom of the document. If 1 foot = approximately 0.3 meters, work out the length and width of the house at its longest points.
- Draw a plan of your classroom or home.

To develop *research skills* set a task to discover what activities would have been undertaken in a scullery. What is a pantry?

**Resources required:**



*“Elevation and ground plan of a house [at Coopers Bridge?]”, catalogue ref. BW85/11/5*

Rulers.

**Differentiation:** Set less able children the activity set out in activity sheet 01 based on this primary source.

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