



Victorian School day and Victorian Children, Museum of Cambridge History sessions

*The separate activity sheets you'll need to carry out these sessions, are underlined throughout the document for reference.

Session 1

5 mins = ask children what they already know about Victorian Schools/Children or ask questions about what they want to find out – note this down to come back to it later.

15 mins = split the class in half and give one half the basic facts matching activity and the other half the objects/descriptions matching activity (there is a 2 column, rather than 3 column option for lower ability children). Give them 10mins to match and then do both matching activities together as a class for 5 mins.

**NB: Teachers should be aware that discussing punishments that were typical of Victorian times, might be triggering for children who are suffering or have suffered from physical and/or verbal abuse. Teachers should remind children that if any aspect of the lesson worries or upsets them, there are lots of adults in school whom they can talk to.*

40 mins = split the class into 5 groups, give each group a description of a part of a Victorian School Day Timetable. Give them 30 mins to respond to the information either by creating a piece of drama, a diary entry, factual presentation, annotated drawing. Each group presents their response to the class in chronological order.

5 mins = go back to the questions and facts the children asked/told you at the beginning of the lesson and ask them to answer the questions or tell you what else they have learnt.

OR

5 mins = do the true/false statement activity – read out the statements and ask the children to tell you whether they think it is true/false, how far it is true/false and why they think this.

Session 2

5 mins = ask children what they already know about Victorian Schools/Children or ask questions about what they want to find out – note this down to come back to it later.

15 mins = split the class in half and give one half the basic facts matching activity and the other half the school leaving age timeline matching activity (*NB: *This timeline activity may be more suited to older or top set children*). Give them 10mins to match and then do both matching activities together as a class for 5 mins.

**NB: Teachers should be aware that discussing punishments that were typical of Victorian times, might be triggering for children who are suffering or have suffered from physical and/or verbal abuse. Teachers should remind children that if any aspect of the lesson worries or upsets them, there are lots of adults in school whom they can talk to.*

40 mins = give the children to choose a profile of either a working child or a child in school and ask them to write a 'A Day in the Life' diary entry, an information piece/presentation, story (or whatever is appropriate – could be linked to the skills/writing forms being covered in English).

OR

40mins = give the children either the working child or school child profile and ask them to compare and contrast the experiences of boys and girls and write this down in a table or annotated drawing.

OR

40mins = give the children both profiles and ask them to compare and contrast the experiences of the working child and school child and write this down in a table or annotated drawing

Extra Activities:

30 mins = broad historical timeline matching activity

20 mins = take more time over the true/false statement activity and ask the children to write down their responses

45 mins = (if allowed and if possible) Victorian School Day loan box activity – children can handle the objects, do careful drawings, descriptions and museum labels. The **Victorian School Day Loan Box** is available to borrow from the museum, at a cost of £10 per week. It comes with handling objects such as ink jugs and drawing slates, so that children can benefit from a haptic experience.