

Activity: Victorian village walk

**History
Years (5/6)**

ABOUT THE ACTIVITY

As with all of our activities, this is designed to complement the work done in school – it is not meant to be a complete history unit.

The group walks through Woodhouse to the village church, including:

- Looking at the grounds and trees of Beaumanor.
- Looking at the vernacular buildings and other features of local historical interest in the village.
- Looking at the church and its Beaumanor connections.
- Investigating some interesting gravestones in the churchyard.

WHERE THE ACTIVITY FITS IN

to a visit to Beaumanor

The 'Village walk' is an important part of a Victorian visit to Beaumanor (along with the schoolroom, cellars and phototrail), chosen because of its relevance to the experiences of a Victorian child. The visit might also include games and toys, a mystery and, if appropriate, research of primary historical sources (newspapers, oral testimony, etc.).

to the QCA scheme

History unit 11 What was it like for children living in Victorian Britain?

ADAPTING THE ACTIVITY FOR A DIFFERENT AGE GROUP

Younger children could:

- Do the same activity, with staff help at a level appropriate to their age and abilities.

Older children could:

- Do the same activity with additional investigations into the Beaumanor census connections in the graveyard.

PRIOR LEARNING

It is helpful if the children have learned:

- some skipping rhymes.
- that games were much simpler and more sociable than nowadays.

VOCABULARY

In this activity, children will have opportunities to use:

- words associated with housing, e.g. *roof, semi-detached, thatched, central heating.*
- words associated with the church, e.g. *grave, respect, headstone, tomb.*

RESOURCES

- Village.
- Census material.
- Worksheets.

EXPECTATIONS

At the end of this activity, due to age or ability

most children will:

have an idea of local architecture and understand the value of graveyards when studying local history.

some children will not have made so much progress and will:

seen the Herrick tomb and understood the connection between Beaumanor and the village.

some children will have progressed further and will:

understand the value of graveyards when studying local history and the power and influence of the Herrick family.

ICT POSSIBILITIES

In our computer suite at Beaumanor during a residential visit, or back at school after the visit

- We have an 'Internet Treasure Hunt'. Children search the web to find answers to various questions about Victorian games & toys.
- We have the Beaumanor census from 1851 to 1901 available. We use it to learn about the servants and also to learn about using databases (*Information Manager*). We can extend this work into more general work on using and creating databases.
- As with all visits to Beaumanor, we have several digital cameras available for use by groups. These could be used by staff and children during a residential visit and the pictures produced could be incorporated into multi media presentation packages such as 'Illuminatus', 'MS Publisher' and 'MS Powerpoint', initially at Beaumanor, then back at school after the visit.

WORK BACK IN SCHOOL

The database of Beaumanor servants is available on floppy disc for use back in school. The disc contains files in "MS Works", "MS Excel" and "RM Information Manager" format.

A similar database of census material local to the school could be collected.

Classes could design and produce a similar phototrail for their own school or local area.

Children can visit churchyards to find out about local people.

Children can practice the games and toys back in school.

The children's classroom can be re-arranged in a similar manner to the Beaumanor classroom for further role-play.

RISK ASSESSMENT

In addition to the 'Group Visits - General Risk Assessment', the following specific risks have been identified

Hazard	Risk control
Behaviour	Children are asked to be on their best behaviour and to be safe and sensible at all times.
Traffic.	Children are warned to keep to the inside of the pavement at all times and not to step into the road under any circumstances.
Crossing the main road.	Staff stand in the road and stop traffic long enough for children to cross. Children are organised and instructed and cross the road in a group.

LEARNING OBJECTIVES CHILDREN LEARN	ACTIVITY	LEARNING OUTCOMES CHILDREN	POINTS TO NOTE
<ul style="list-style-type: none"> How to behave as a Victorian schoolchild. 	<p>The group is seated in the base room and the session is explained to that they know what is expected of them. An agreement is sought to for everyone to act in role and not try to spoil the session.</p>	<ul style="list-style-type: none"> Are able to conduct themselves properly in the context of the classroom. 	<p>We do treat the activity seriously and stay in role, but we don't overact and pretend that Victorian teachers were more beastly than they really were.</p>
<ul style="list-style-type: none"> About cleanliness and proper conduct. 	<p>The group lines up outside the schoolroom to have their hands and handkerchiefs inspected.</p>	<ul style="list-style-type: none"> Get into role before they enter the classroom. 	<p>If it is raining, we don't do this activity.</p>
<ul style="list-style-type: none"> How to use slate and chalk. 	<p>Children do sums on the slates and hold them up for inspection by the teacher.</p>	<ul style="list-style-type: none"> Get used to acting as a group, not as individuals. 	<p>Younger children write letters and numbers rather than sums.</p>
<ul style="list-style-type: none"> How children learned most of their lessons. 	<p>Children chant their tables, backwards alphabet and religious texts hung on the walls</p>	<ul style="list-style-type: none"> Their tables and start to learn "The Kings & Queens Of England". 	<p>Our aim is to get children to understand how rigid and repetitive lessons normally are.</p>
<ul style="list-style-type: none"> How to do Drill. 	<p>Children practice drill in rows, out in the courtyard</p>	<ul style="list-style-type: none"> How to do drill and that even a fun activity is done in an uninteresting way. 	<p>We often miss this activity out if time or weather do not permit it.</p>
<ul style="list-style-type: none"> How to write properly with pen and ink. 	<p>Children learn how to write properly with pen and ink. They practice forming copperplate letters.</p>	<ul style="list-style-type: none"> How hard it must have been for children to write neatly and how much technology has improved writing. 	<p>There is other material on the worksheet, which can be done back in school.</p>
<ul style="list-style-type: none"> About the religious nature of Victorian schools 	<p>Children sing a hymn and repeat two prayers, at various stages while in the classroom.</p>	<ul style="list-style-type: none"> About the importance of religion in English schools. 	<p>Our religious material is very general, and mentions only "Lord". We can leave it out if necessary, but prefer not to, as the session is history rather than religion.</p>