



The following pages contain pupil materials for you to copy and use in your classroom. They support teaching the Victorians in KS1 and KS2 and are intended to be used in collaboration with a visit to the museum.

Pages are marked as either for use in the museum or in the classroom and you will find teachers' notes for each activity as well as a bank of images to support teaching and learning.

All activities are designed to support NC History in the following areas:

KS1: 'significant individuals in the past who have contributed to national and international achievements (Queen Victoria)'

or 'significant historical events, people and places in their own locality'

KS2: 'a local history study'

or 'a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066'

Some activities are clearly designed for KS2 pupils and some for KS1 however, we have not labelled them for either KS to allow you to choose those that you feel are appropriate for your pupils as we appreciate that some pupils will be working at higher, or lower, levels than others.

You can also support classroom teaching and learning by borrowing one of the museum's Victorians theme boxes. There are 5 to choose from:



Traditional toys

Discover what toys Victorian children would have played with using a huge range of replica wooden, metallic and windup toys for your group to try out.



Victorian home

Whether it was a small family cottage or a large middle class townhouse, life in a Victorian home was very different to life in a modern one. This box contains a variety of Victorian household objects to explore.



Victorian washday

Discover how labour intensive a simple everyday task such as washing clothing was within Victorian households. This box is full of original and replica objects including washboard, flat iron, mangle, carbolic soap and costume.



Victorian school day

Learn all about Victorian schooling. This box contains items such as slates, inkwells, an abacus, maths cards, old photographs and a school bell.



Victorian kitchen

Find out how different a Victorian kitchen was compared to our kitchen today. This box contains items such as bellows, pans, butter pats, wooden utensils, documents and old photographs.

We offer 4 different workshops to support schools learning about the Victorians:

Traditional Toys

Wash Day

Victorian School Day

Victorian Home

More details about these workshops can be found in the 'Schools' section on our website.

For more details about booking a visit and/or to borrow one of our loans boxes please contact the museum learning team:

museum@stockton.gov.uk

01642 527820/ 528842/ 526396



Teachers' notes and suggested activities

These notes include suggestions on how to use the pupils pages in the museum and/or in the classroom.

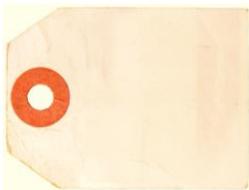


Disaster in the dining room! (onsite activity: print copies for each pupil)

This activity was designed for KS1 pupils and aims to encourage pupils to look closely at objects in the museum collection. It centres on the same display as 'The table is set' activity. Before pupils design their plate, encourage them to discuss the designs they can see on the crockery on the table. What pictures can they see?

Post visit activity:

- Pupils could transfer their sketches onto paper plates and create their own Victorian dinner service.
- Pupils could research what patterns and images they might have on crockery in their own homes
- The images on the plates in our collection look like they tell a story. Pupils could use them as a stimulus to write their own stories.



Journey of a Lifetime (classroom activity: print copies for each pupil)

This is a creative writing starter activity. Pupils should have already learned about Robert Ropner's journey from Prussia to Hartlepool and his quest for adventure.

The luggage label activity encourages pupils to think about an amazing journey they want to make. Encourage them to think about imaginary journeys as well as real ones. You might start by talking about journeys they have already made, how they felt about the journey, why they have remembered it (the impact it made on them, etc). They can then use this to consider an amazing journey and their motive for going on it.

Pupils should be encouraged to write more than one sentence answers to the three questions on the label but the ideas should be their's rather than modelled by the teacher.

Once the label has been completed pupils' initial ideas can be developed into an adventure story. Pupils can work individually, or in groups, to develop the story. A storyboard template is included in the image bank and might prove useful to help pupils map out their stories.



Victorian home v Modern home

(classroom activity: print copies for each pupil/pair or group)



This activity encourages pupils to compare Victorian objects with their modern day counterpart. We have supplied a number of images of objects in our collection for you to use (see 'Image Bank'). Pupils should be given an image, or the opportunity to choose an image, which they then paste onto their 'Victorian v Modern' worksheet. They either need to decide what the modern equivalent will be and draw it, or you can supply images of these and pupils choose the correct one.

Pupils should then write down the function of both objects (eg. a carpet beater and a vacuum cleaner both clean carpets) and then list the advantages and disadvantages of the Victorian and modern version. Encourage pupils to think beyond writing "the Victorian one is old" and to consider ease of use, time and effort involved in using the objects and energy consumption. Pupils should conclude by deciding which object is better, based on their detailed examination.

You could do this activity using real artefacts from one of the museum's loans boxes, rather than pictures.



The table is set (onsite activity: print copies for each pupil)

This activity aims to encourage pupils to look closely at objects in the museum collection to determine their use. The activity centres on the display of a dinner service and cutlery on a table top that looks as if it is hanging on the wall in one of the ground floor galleries. The dinner service was made by Stockton's biggest pottery: W.S & Co. You can find more information on the pottery company in one of the upstairs

galleries.

Before pupils engage with this activity, encourage them to discuss the items on the table with one another and their group leader. Stress that pupils' drawings don't have to be absolutely accurate – they are a means of recording what a dinner table in a wealthy Victorian home might have looked like and the function of each item on the table.

Post visit activities:

- Pupils could research the history of W.S & Co pottery
- Pupils could compare the dining arrangements of wealthy and poor Victorians
- Pupils could compare the dinner service with crockery they use at school and at home and consider similarities and differences



A servant's life

(onsite activity: print copies so each pair of pupils has 1 servant card)

The Ropner family had quite a lot of servants and each of them had a different job to do in the hall. To encourage pupils to think more about what life was like in service we've designed some cards which each have the name, job title, and brief description of the role of a servant who was listed as living at Preston Hall in the census reports of either

1891, 1901 or 1911.

Print out the cards and give one card to each pair of pupils. Give them time to read through the description of the job on their card and encourage them to think, and talk, about the role of their servant. Pupils may need help understanding some of the roles.

Once they have read their servant card they should be tasked to explore the museum collection to find objects that they think their servant would use, or see, when doing their job (remind pupils to look at the Victorian collection). They should record these items (write or draw) on the back of their card.

Pupils can work in groups, rather than pair (suggest no more than 4 per group) and they could use tablets to record their findings.

Post visit activities:

- Pupils could use the information they've collected to write a diary entry for their servant. These could be developed to record visual accounts of their servant's day using tablets.
- Pupils could write a job advert for a servant. They will need to decide what job the servant will do and what skills they will need to do it. Their advert will need to cover this.
- Pupils could write a letter applying for a particular servant's position at Preston Hall. They will need to think about where the person comes from and what sort of skills they might have (eg. can they read and write?)
- Pupils could compare jobs in the past with jobs today – considering what has changed in terms of roles and hours. They could look for comparable jobs (cleaner/housemaid) and consider how life has/hasn't changed for those workers.



My toys – Elsa's toys (classroom activity: print copies for each pupil)

This activity encourages pupils to compare toys in Victorian times with toys today and considers what toys and games Elsa Ropner, the youngest of the Ropner children, might have had. You will find a selection of images of Victorian toys in the Image Bank for you to use to support this activity. Print out copies of these for pupils to use.

A class discussion of toys and games will encourage pupils to consider what they play today, and what they played when they were younger. It is worth pointing out to pupils that Elsa would have probably played with dolls and games until she was older than modern day children. Pupils also need to remember that there were no electronic games, or televisions.

You might want to challenge pupils to spend a whole evening only playing with toys and games that Elsa might have recognised! They can then talk about what they enjoyed, what they found difficult.

Pupils could also explore outdoor games popular in Victorian times (such as skipping, marbles) and spend one playtime playing them.

You could also use the Traditional Toys loans box to support this activity.

A House Through Time (classroom activity)

Sir Robert Ropner lived in Preston Hall from 1881 until his death in 1921. We have details of census returns for 1881, 1891, 1901 and 1911 and they give a wealth of information about who was living in the house during this period.

Information from those census returns has been provided for you to use with pupils to explore more about the lives of those living in Preston Hall during the time it belonged to Sir Robert Ropner. Each census report gives a snapshot of who was living, or staying, in the house on one particular evening. The census reports also show changes in the family (such as the older Ropner children leaving home) and how that impacted on the servants.

You might use the reports to:

- Find out where servants were born and their ages. Use this information to reflect on life in service
- Consider periods when the house had more servants than others and why that might be so. Note that the 1881 census was taken before Sir Robert moved into the house – how do we know this?
- Trace the entries for the Ropner children and consider how they change