Victorian

Time Travelling for Schools

At Key Stage I –

Then & Now, Houses and Homes, Old Toys.

Haden Hill House Museum, Halesowen Road
Cradley Heath
01384 569 444

Sandwell Museum Service:
www.sandwell.gov.uk/ museums
www.facebook.com/sandwellmuseums

Please ensure that this information is forwarded to the teacher in charge of the group as soon as possible

Sandwell Metropolitan Borough Council

For our contribution to Heritage Education
### Check List for Teachers

All items on this list should be completed before a school visit, to ensure that the visit is as successful as possible. The teacher in charge of the group should fax or e-mail this completed sheet back to Haden Hill on 01384 412 623 before the day of your visit to show you have read, agreed and confirmed you have done each item. Keep a copy safe for reference purposes.

**Name of School..............................Date of visit........

<table>
<thead>
<tr>
<th>Task</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have you sent a cheque for the relevant amount to the museum? Cheques should be made payable to Sandwell M.B.C. and reach the museum 28 days before the visit. If you require invoicing instead please let us know when you book.</td>
<td></td>
</tr>
<tr>
<td>Have you read the instructions for the preparation of your visit and appreciate that the children will be time travellers</td>
<td></td>
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<tr>
<td>Have you divided the children into <strong>two</strong> similar sized groups?</td>
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<tr>
<td>We recommend that you visit the site before your visit and undertake your own risk assessment. Have you done this if you feel it is relevant? We have a risk assessment undertaken by museum staff if you would like a copy please let us know.</td>
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</tr>
<tr>
<td>Have you informed the museum of any children with disabilities or allergies which may affect the visit and undertaken any risk assessments needed for that child? Please inform staff of any children who cannot climb stairs however we do now have a lift facility.</td>
<td></td>
</tr>
<tr>
<td>Have all staff and other adults, visiting with the group, been briefed that the member of costumed museum staff will be acting as a real Victorians and the children, although costumed will be visiting from the future. Staff should not cause museum staff to come out of role unless in an emergency. No more adults than is necessary should attend as we have limited costumes and space within the rooms (of course adults accompanying a disabled child or a child with learning difficulties is an exception to this rule)</td>
<td></td>
</tr>
<tr>
<td>Have children been briefed that they will be ‘time travelling’ back to Victorian times over 100 years ago and as such should ignore any 21st century objects within the house?</td>
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</tr>
<tr>
<td>There is not time to visit the museum shop timetabled into the day as with young children it can be rather time consuming – however we are able to create goody bags for the children to purchase – <strong>You must speak to a member of staff regarding goody bags at least two weeks before your visit or we will not be able to provide these.</strong></td>
<td></td>
</tr>
</tbody>
</table>
Key Stage I Living History.

Schools Booking Form - Key stage 1

Before submitting the booking form, please check the following:

• All details have been fully completed.
• The payment is enclosed; cheques are to be made payable to Sandwell MBC.
• The documents containing essential information about the visit including the
  instructions and scenario have been forwarded to the teacher who will
  accompany the class on the day. This is extremely important.

Name of school……………………………………………………………………
Address……………………………………………………………………………….
………………………………………………………………………………………….
Telephone……………………………………………………………………………..
Teacher in charge of group…………………………………………………………
Year/ age of children……………………Date of visit …………………….
Number of children attending (max 40) if there is more than 30 children you must
let us know as soon as possible……………………Number of adults (please do not
bring more than is necessary)
Special needs attending…………………… Wheelchair users ………….
(Extra adults should only accompany the group for one to one help with children
with special needs, any other extra adults will be asked to wait in the classroom)

A shop visit is not timetabled into the day as there is not enough time to do so
however we are able to make up goody bags for the children to take back to
school.

Would you like goody bags YES NO

Goody bags cost £2 each – how many would you like? ……………………..

It is extremely important that you read through all of the
instructions carefully,
even if you are a regular visitor,
as procedures change frequently.
Welcome to Victorian living history at Haden Hill House Museum, Cradley Heath. Living History sessions provide pupils with a unique learning environment in which to learn about the past. It is history, which they can see, smell and touch. It can also motivate and inspire learning in ways that classroom learning cannot. Living History can also provide opportunities for cross-curricular activities and work in areas such as drama literacy and creativity. It can also be a sound basis for follow up school-based activities, including the use of our Victorian handling collections.

**Time Travelling at KS1 is most suitable for year 2 and year 1 in the summer term.**

**Length of session**
You should arrive just before 10am and leave at 2:30pm. Because of the nature of the activity there is little scope for flexibility in our timings, so we would be very grateful if your arrival and departure should be as close to the times above as possible. If you do need to leave early please let us know before the day so we can amend the timetable where possible to help you get the most from your day.

**Cost of the session**
Please contact the house for our current charge. Payment is required **no less than 28 days prior** to the visit. Bookings are not confirmed until the booking form and cheque have been received at Haden Hill. At this stage dates can be re-allocated due to high demand. Cheques should be made payable to Sandwell M.B.C. Please complete the attached booking form and return it with the payment to; Haden Hill House Museum, Halesowen Road, Cradley Heath, West Midlands, B64 7JU

**Cancellation**
**By the School:** Notice of cancellation by telephone will not be accepted. All cancellations or postponements must be made in writing. The total hire charge will remain payable unless the facility can be re-let. Money will only be returned at the discretion of the Head of the Museum Service.

**By the Museum Service:** It is extremely unlikely but the Council reserves the right to cancel a booking or close the facility at its discretion. The hire charge will be refunded but the Council will not be liable to pay compensation to any person for loss incurred as a result of the cancellation of the booking. Where a booking is cancelled, as much notice as possible will be given and where possible suitable alternative dates will be offered.
<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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<tr>
<td>10am</td>
<td>Introduction with whole class</td>
</tr>
<tr>
<td>10:15am</td>
<td>Divide into 2 groups and change into servant’s costume.</td>
</tr>
<tr>
<td>10:30am</td>
<td>Houses and homes in Victorian times session with the housekeeper</td>
</tr>
<tr>
<td>11:20am</td>
<td>Change out of costume go to the toilet, back to tearoom for snack and drink.</td>
</tr>
<tr>
<td>11:40am</td>
<td>Change into next costume</td>
</tr>
<tr>
<td>11:50am</td>
<td>Victoria toys in the nursery</td>
</tr>
<tr>
<td>12:00pm</td>
<td>Victorian houses and homes with the housekeeper</td>
</tr>
<tr>
<td>12:55pm</td>
<td>Back to Oak Room for plenary and discuss what has been learnt.</td>
</tr>
<tr>
<td>1:05pm</td>
<td>Undress and toilet</td>
</tr>
<tr>
<td>1:00pm</td>
<td>Lunch</td>
</tr>
<tr>
<td>1:45pm</td>
<td>Tour starting at Oak Room</td>
</tr>
<tr>
<td>2:05pm</td>
<td>Workshop</td>
</tr>
<tr>
<td>2:25pm</td>
<td>Collect belongings and leave.</td>
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<td>Divide into 2 groups and change into Rich Victorian costume</td>
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<tr>
<td>10:30am</td>
<td>Victorian Toys and games session in the nursery</td>
</tr>
<tr>
<td>11:30am</td>
<td>Change into costume and go to toilet. back to tearoom for snack and drink.</td>
</tr>
<tr>
<td>11:50am</td>
<td>Change into servants costume</td>
</tr>
<tr>
<td>12:00pm</td>
<td>Victoria houses and homes with the housekeeper</td>
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<tr>
<td>2:05pm</td>
<td>Tour of the house starting in oak room</td>
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<td>2:25pm</td>
<td>Collect belongings and leave.</td>
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</tbody>
</table>

Please note that our timings are worked out very carefully and there is little scope for flexibility. Your arrival and departure must be as close as possible to the times above.

Also we appreciate that lunch is later than they would normally have at school but this is due to education staff only working until lunchtime and to keep the cost of your visit down. We suggest the children have a snack during the morning break.

**The Shop** – There is no time in the timetable set aside to visit the shop as this is very time consuming for children of this age. We would however be more than happy to make up £2 goody bags for the children as long as we know at least two weeks before your visit.
Preparing for Time Travelling at Haden Hill.

Living history at Haden Hill House takes place in costume. The museum staff remain in role throughout the activities as members of the household at Haden Hill House 150 years ago. The children are visiting from the future to find out about the past. The children are split into two groups and each group will undertake two activities in turn. The two roughly equal groups should be organised before the visit by the teacher so it is essential that the following preparation be done prior to your visit.

• Divide your class into 2 similar sized groups

• The school should bring no more members of staff / adult helpers, than is necessary as there isn't room within the house.

• We will provide Victorian costumes for the children. Jumpers will be removed and so should be easily identifiable.

• Children should be reminded that they will be stepping back in time and try to think what life is like for the Victorian characters they will be meeting.

**Homes:** The children look at how homes have changed. They learn key points including
  - No electricity or power
  - No running water
  - No waste
  - Elbow grease!
  That objects were made of natural materials (no plastic).
They do this by undertaking household activities like, washing and cleaning, and examining old and modern items and comparing them. Activities are hands on and there will be something to take back to school which the children make.

**Toys:** The children learn about toys and games in the past comparing them with their own toys, looking at
  - No electricity or batteries therefore moved by hand
  - Educational toys (training to be an adult)
  - The use of imagination
  - Natural materials.

**In the afternoon.**
The children are taken on a brief tour of the house and undertake a simple teacher led workshop examining old and new objects to emphasise what they have learned in the morning.
The Storyline and aims of Living History

The scenario for living history is designed to give children an insight into houses and homes in the past and the toys and games that children played in the past, comparisons will be constantly drawn between ‘then and now’ and ‘similarities and differences’. The children will be visiting the past and time travelling from the future, so all of the museum staff will be in character as ‘real’ Victorians. At the time of the children’s visit, the owner of the house is Mr Haden Best, a wealthy man. It is pointed out to the children that this is the house of a very rich man and not everyone in the past lived like this.

This particular morning in Victorian times sees two characters in the house; Simms the housekeeper/steward who will show the children how domestic life has changed by looking at, lighting, heating, washing and emphasising the lack of electricity and the implications of this etc. The second Victorian is Weatherall the governess/tutor, who shows the children what toys and games were played over 100 years ago and how they are different from the toys they play with today, looking at how they move, what they are made of and the use of imagination.

We respectfully ask that you do not give the children the answers, as it is important that they work it out for themselves.

The scenario is designed to enhance delivery of the National Curriculum, by contrasting lives then and now and similarities and differences through the themes of houses and homes and Victorian toys and games.
Notes on Organisation

- Pupils will be given the opportunity to visit the toilet after each session and during a short break. It is a long time until lunch so we recommend that children bring a drink and snack to consume during the break. If individuals wish to visit the 'rest room' they may do so.

- We appreciate that lunch is rather later than they would have back at school – This is due to staffing constraints and to ensure that you get the most out of your visit for the cost per child.

- The taking of photographs can be intrusive and disturb the session. We ask that if you take photographs you do so discreetly without attracting the children’s attention but be prepared for the Victorians to ask you what the strange box in your hand is!

- In order to comply with safety and evacuation procedures, the teacher in charge should bring an accurate register of the group and an adequate first-aid kit.

- Haden Hill House has undertaken a risk assessment for living history, a copy of which can be obtained from the house if required, but we recommend teachers visit the site before a visit and undertake their own risk assessment if you feel it is appropriate.
Suggestions for Preparations and Follow up Work.

**Preparation Work:**

- It is helpful if children have some basic knowledge about the Victorians, such as who was on the throne, how long ago the Victorian period was etc. But it is helpful that they do not know too much to give the element of surprise. We appreciate that children at this age cannot conceptualise time periods easily.

- Look at words used in Victorian times and their meaning (servant) and see if they can spot them used by staff on the day.

- It is helpful if children understand about role-play and empathy and get into the idea of pretending to time travel to visit the past.

  - Get the children to walk around the classroom and greet each other with Victorian greetings and bow or curtsey. Eg Good day to you sir / madam,

  - Split the children into two groups facing each other. One group are poor servants and the others are rich people. Get the rich people to stick their noses up at the poor people and the poor people to bow and grovel at their betters.

**Follow-up Work.**

- The children could look at the Haden Hill area during Victorian times and learn that the house was at the centre of a large estate with lots of parkland, greenhouses and luxury with industry close by, including a coal mine behind the house and very poor living and working conditions for chain makers in Cradley Heath just up the road. They could compare a poor person’s house to Haden Hill and look at all the similarities and differences. This will give them some context to the house, which is now surrounded by suburban houses and show them the stark difference between the homes of the rich and poor.

- The children will have undertaken lots of different activities as rich and poor Victorians, an early opportunity to share detailed information about their experiences should be made, looking at important historical concepts like similarity and differences between then and now, continuity and change and if they would like to have lived in the past and why. They could make a list of similarities and differences or the things they would miss about their 21st century lifestyle.

- Sandwell Museum service has several Victorian handling collections. We recommend that these be used after a living history session, as the children will have now seen the items in their correct context so it will not spoil the experience of seeing the items for the first time. This provides the opportunity to look at what the objects are made of and why, as well as where they would have come from. This is building on the suggestions of trade and connections with overseas, the lives of the poor whose work provided the wealth to build Haden Hill etc, made during the sessions. The handling collection is £1.50 per day.
• Living history sessions can be the basis for further work with role-play and creative studies in art, drama, music, dance, creative writing, etc.

• A living history visit can be the beginning of other projects looking at the how people and their lives have changed who live in the local area and how the past affects our present and the future. The past has made the area what it is now. The children could try and spot other Victorian houses.

• If you wish to work with the museum for follow up work please call us on 01384 569 444

A Short History of Haden Hill House

The storyline of our living history is set generally in Victorian times with fictional characters to demonstrate certain aspects of Victorian life. For follow up work you may wish to look at the real history of the house. You may also wish to look at the servants in the house and how we know about them. You could also look at the local people who were living in very different conditions to Mr Haden-Best and working in back breaking jobs like chain making, coal mining and other industries, whilst gentlemen lived well off the profits of these industries. This is why in the Black Country there are, or were, large houses like Haden Hill, Corngreaves Hall, Great Barr Hall and Warley Abbey with large parks, right next to coal mines and industrial towns. Maybe there is or was one near to your school.

The Wealthy Owner

Haden Hill House was built in 1878 by George Alfred Haden Haden-Best. His family had owned the Haden lands for around 100 years or slightly longer and built or purchased Haden Old Hall next door to the Victorian house in the late 1600s or 1700s. Like many Victorians the family liked to pretend that they were descended from wealthy medieval landowners but this is not the case. There is little mention of the family until the 1700s.

George disliked the Old Hall and wished to build a brand new house. He built half of his house with a plan to demolish the Old Hall when his aunt - Mrs Barrs (who was living there) died. By the time she did die he was too old himself to bother to knock down the hall.

As part of the conditions of his inheritance George Alfred had to take Haden as a surname even though he already had it as a middle name. (hence George Alfred Haden-Best).

He adopted two girls from the local area to live with him as his daughters (contrary to belief they were not from very poor families, they were from lower middle class homes). He gained his wealth from his land and his family had also sold the mineral rights to part of that land. He was also involved with mining and was a shareholder of the great western railway. He was known for his generosity and benevolence to the local community and even gave shoes to children whose parents were seeking a better life abroad. He was heavily involved with the local Sunday school and was a teacher there, which is where he spotted his two ‘daughters’. 
The Servants.

Unfortunately we know little about the servants at the house, but we do know who they were from the 1881 census. The children could look at how and why people became servants and write a story about the lives of the servants, as we do not know about their real stories. Servants would not have considered themselves poor compared to many people in Victorian society and many of Mr Best’s servants stayed with him until he died in 1921. The housekeeper’s sitting room (which the children have spent time in) was very posh indeed. You could ask the children what they noticed about the servant’s part of the house through the stained glass double doors. It is much plainer than the family part of the house and the corridor is much narrower.

The Servants in the 1881 census
Anne Payne - Aged 25 – Housekeeper
Hannah Bird - Aged 19 – Chambermaid (later became the cook)
Charles Cope - Aged 28
Coachman, Butler and Valet to Mr Haden-Best
Anne Millington - Aged 24 – Housemaid (married Charles Cope after Mr Best’s death)

We really hope that you enjoy your visit and we look forward to seeing you at the house.