

Victorian

Living History for Schools

For KS2 – Victorian Children of
Different Social Classes.



Haden Hill House Museum
Halesowen Road
Cradley Heath
01384 569 444

Sandwell Museum Service

www.sandwell.gov.uk/museums and click museums for schools



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

Check List for Teachers

It is really important that the teacher in charge of the class reads these instructions even if you have been before as changes are made every year.

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.....

Have you sent a cheque to the museum? Cheques should be made payable to Sandwell M.B.C. and reach the museum 28 days before the visit.	
Has the teacher in charge of the class read the instructions for the preparation of your visit and the storyline for the day, <i>this is very important?</i>	
Have you divided the children into three similar sized groups and allocated the groups with their specified names (see 'preparation for the visit' sheet).	
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.	
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?	
Have all staff and other adults, visiting with the group, been briefed that they should stay within a Victorian character and not discuss 21 st century life during the sessions, as this can disturb the session and confuse children? No more adults than is required should attend as this can become disruptive to the session	
Have children been briefed that they will be taking on the roles of Victorian children and as such should ignore any 21 st century objects and not discuss things that the Victorians would not have known about (eg television)?	
Have the children been given a background, about life in Victorian England and have some knowledge of Victorian words such as philanthropist, industrial?	
Have you informed the museum if for any reason you need to leave before 2:30pm? This is very important as our timetable is worked out very carefully and it is more difficult to accommodate flexibility on the day and we want you to get the most from your visit.	
A visit to the shop is timetabled into the day – please let the museum know if you do not wish to visit the shop before the day of your visit	
SANDWELL SCHOOLS ONLY – HAVE YOU TAKEN ADVANTAGE OF THE CHEAP COACHES SCHEME DETAILS ARE BELOW!!	

Living History at Haden Hill House

Sandwell Museum Service Schools Booking Form

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.....e-mail.....

Teacher in charge of group.....

Year/ age of children.....Date of visit.....

Number of children attending (max 36).....Number of adults (please do not bring more adults than is required).....

Special needs attending.....Wheelchair users.....

Will you be using the Museum shop YES NO (please circle)

SANDWELL SCHOOLS – CHEAPER COACHES DEAL

Sandwell Museums and Sandwell passenger transport have negotiated cheap coaches for Sandwell schools. You can contact the companies with the details below stating you are a Sandwell school

Hadley Travel, 39 Charter Road, Rockford Gardens, Tipton, DY4 0HU, contact Mr Aubrey Hadley, owner, mobile number 07971 185 366, fax number 0121 503 7368.

It is extremely important that you read through all of the instructions carefully, even if you are a regular visitor, as procedures change frequently.

Living History at Haden Hill House

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. Living History can also provide opportunities for cross-curricular activities and work in areas such as drama and speaking and listening. It can also be a sound basis for follow up school-based activities, including the use of our Victorian handling collections.

Length of session

You should arrive at 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 your arrival and departure should be as close to the times above as possible. If you need to leave before 2:30pm please let us know before the day of your visit and we can adjust the timetable for you in advance.

Cost of the session

The charge for living history is part of our museum service fees and charges or speak to the house for more details. We charge on a group basis not per child. 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 and postal orders should be made payable to Sandwell M.B.C. If you require an invoice you must tell us when phoning to book a date.

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**

The teacher's checklist is to help you plan your day. For any further information, please contact a member of staff on 01384 569 444

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.

Living History at Haden Hill House

It is essential that the teacher in charge of the group, is fully familiar with the day's activities and the children are split into the necessary groups and given characters where it is asked for. A free preliminary visit to Haden Hill House to discuss procedures and produce a risk assessment is recommended if you feel it is relevant and staff are happy to answer any questions.

Timetable for the day.

10 am – Arrival, welcome, transfer to tearoom where coats and packed lunches can be left. A briefing and introduction will be given before separating into the 3 groups organised previously at school. The children will then change into costume.

10:30am –Role-play (in the three groups organised by the teacher before the visit)
This session is organised by members of the living history team.

12:20pm – Return to Oak Room, brief feedback session and show what each group have made, and what they have learned about Victorian children. change out of costume.

12:30pm-Toilet (washing hands essential) lunch and playtime. Children can go into the grounds if the weather is fine, or remain in the designated room.

The afternoon session will involve the class being split into two groups rather than three. One group will undertake a teacher led session giving them an opportunity to visit the museum shop in small groups while the other is taken on a tour of the house with a member of museum staff.

1:30pm- Afternoon Group 1 – To the Oak Room to undertake the photographs workshop – teacher led and visit the museum shop in small groups.

Afternoon Group 2 – Meet in the main hallway for a tour of the house.

2pm – **The two afternoon groups swap sessions**

2:30pm- Depart- We would be grateful if you would fill in an evaluation form to enable us to ensure that we are meeting the needs of teachers and the National Curriculum. Collect belongings and tidy the tearoom

Please note that our timings are worked out very carefully. If for any reason you have to leave before 2:30am or cannot arrive by 10am please let us know before the day of your visit so that we can change the timetable to allow you to get the best out of your visit.

Preparing for Living History at Haden Hill.

Living history at Haden Hill House takes place in costume and adults and children stay in role throughout the activities. The children are split into three groups and some children take on the roles of specific characters. This must be organised before the visit by the teacher so it is essential that the following preparation is done prior to your visit.

- Divide your class (max 36 children per visit) into three similar sized groups (1 rich group, one servant group and 1 urchins from the workhouse) and give them one of the names below. The names in **bold*** will be children who have specific roles to play within the storyline and should be selected because of their self-confidence and dramatic ability.

- **Group 1 -**

Rich family members.

Boys

Girls

Group 2 – Servants

boys

girls

Group 3- Paupers

boys

girls

Gerald

Elsie*

Alf*

Peggy*

Jigger*

Flint

Toby

Lucinda*

Bert

Nancy

Wilk*

Snitch

James

Penelope

Sam

Jessie

Garn

Pickle

Sebastian

Hannah

Josh

Moll

Patch

Dilly

Vincent

Gwendoline

Fred

Floss

Blip

Nonny

Arnold

Charity

Reg

Aggie

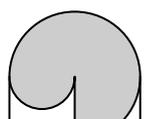
Acka

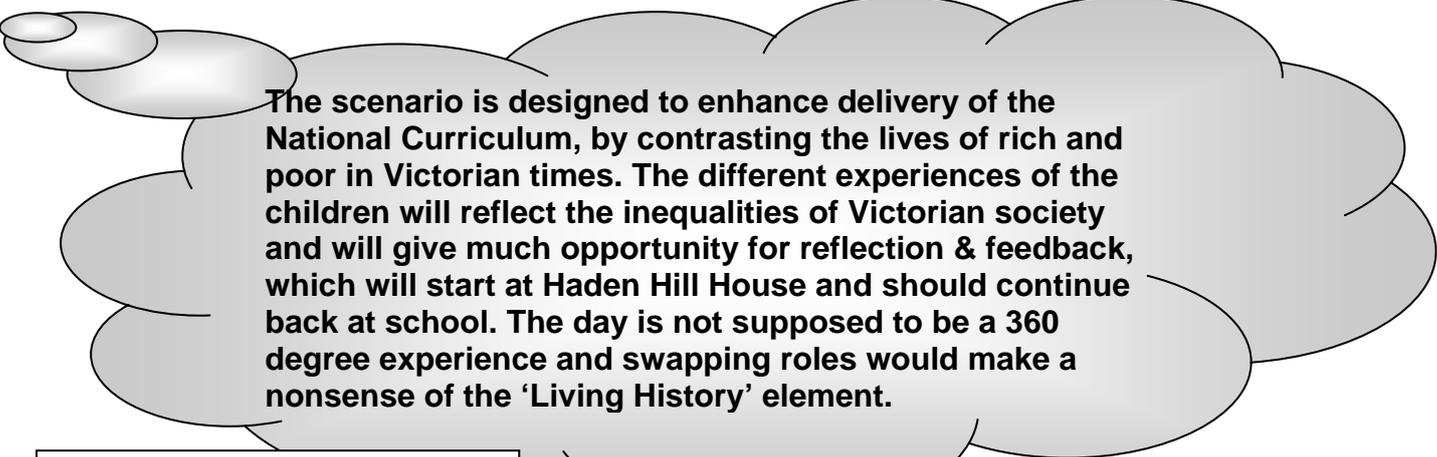
Socks

- We will provide Victorian costumes for the children but it would help if they dress appropriately on the day with no logos slogans or bright colours. Boys should wear long socks so they can tuck their trouser bottoms into them a plain shirt and shoes. Girls should wear skirts where possible. The pauper group can expect to get dirty. Jumpers will be removed and so should be easily identifiable.
- Children should be reminded that they will BE Victorian children and try and put themselves in their shoes. They should also be told that it is role play and that they should think like Victorians not talking about 21st century things like television or computers etc, but should try to answer questioning as the Victorian person they are playing would have done.

After the Living History sessions there will be an opportunity for photographs (not during the session) and children will get changed into their own clothes, wash their hands and have lunch. After lunch children will split into **two** groups and undertake a teacher led workshop, visit the shop and have a tour of the house.

- A tour of the house and a bit about the real history of the house and some of the objects they have seen. This is so that children can see the parts of the house they will not have seen during the session.
- A visit to the museum shop.
- A short workshop looking at photographs which identify real images of the children they were portraying in the morning. This can be discussed back at school.





The scenario is designed to enhance delivery of the National Curriculum, by contrasting the lives of rich and poor in Victorian times. The different experiences of the children will reflect the inequalities of Victorian society and will give much opportunity for reflection & feedback, which will start at Haden Hill House and should continue back at school. The day is not supposed to be a 360 degree experience and swapping roles would make a nonsense of the 'Living History' element.

NOTES ON ORGANISATION

- Pupils will be given the opportunity to visit the toilet before and after the morning session; a break would be out of context. If individuals wish to visit the 'rest room' they may do so.
- The taking of photographs can be intrusive to the scenario and can be damaging to objects within the house. We ask that you take photographs after the plenary in the Oak room before they get changed
- 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.
- Please note there may not be a first-aider on site so the school are responsible for first aid.
- 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.

VISIT OUR WEBSITE FOR WHAT OTHER TEACHERS THINK OR TO DOWNLOAD OUR EDUCATION LEAFLET.

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.
- Look at words used in Victorian times and their meaning (philanthropist, servant, pauper, orphan) 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 being Victorians.
 - Get the children to walk around the classroom and greet each other with Victorian greetings and bow or curtsy. Eg Good day to you sir / madam,
 - Split the children into two groups facing each other. One group are urchins 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. This will give them some context to the house, which is now surrounded by suburban houses and show them the stark difference between rich and poor. They could also look at the servants at the house and although we don't know much about them they could investigate what life would have been like for them and others in domestic service.
- Rich and poor children will have been involved in very different activities, 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 how it felt to be living in the social group they were given to play and would they have preferred to be in another group and why. They will also have heard words they did not understand, which could be explored further.
- 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 children would have seen the contrast between very rich, poor and very poor people in Victorian times and heard staff give away some Victorian attitudes to social and economic status. This can be the basis to look at Victorian attitudes towards poverty or their 'betters' the social etiquette of the rich such as the offence they felt at seeing table legs compared to the poverty of the poor. Some rich folk felt that it was peoples own fault that they were so poor.
- Living history sessions can be the basis for further work with role-play and creative studies in art, drama, music, dance etc, creative writing.
- A living history visit can be the beginning of a citizenship project looking at the changing locality and its economy, as well as the changing people who live there and how the past affects our present and the future of the area. The past has made the area what it is now.

A SHORT HISTORY OF HADEN HILL HOUSE

The storyline of our living history is set in 1855 with fictional characters to demonstrate certain aspects of Victorian society. For follow up work you may wish to look at the real history of the house and owner and how typical a Victorian gentleman he was. 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, coalmining 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 centuries as well as Haden Hall, the Tudor house next door. 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.

One of the conditions of him inheriting was that he was not allowed to marry, as the bitter and twisted aunt he had inherited the estate from (Ann Eliza Haden) was still cross at not being allowed to marry in her youth. She also insisted he took the Haden name as a surname even though he had it as a middle name (hence George Alfred Haden 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 servants, as we do not know 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.

Anne Payne
Aged 25 - Housekeeper

The Servant in the 1881 census

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 would be happy to work with you on any follow up work or further projects you wish to do.