



VICTORIAN DAY

KS 2 HISTORY (QCA unit 11)

<p>Learning Objectives During this Day Course pupils should learn:</p> <ul style="list-style-type: none"> ü About family life and school days for children in rural Victorian Britain. ü To compare modern and Victorian schooling and lifestyles. ü To use role play to empathise with a child from Victorian times. ü To interpret historical evidence from documentary and non-documentary sources, including the built environment, original artefacts and reproductions.
<p>Pupils will also:</p> <ul style="list-style-type: none"> ü Learn safely in a new environment; ü Gain an appreciation of the environment and understand their role in caring for it.

<p align="center">Day Course Programme</p> <p align="center">Where 2 classes are attending the course the introductory session will be common to both. Classes will then separate and sessions A and B will be interchangeable am and pm.</p>
<p>Introduction: On arrival a member of CEES staff will welcome your group to the Day Centre and describe the day's programme and the learning objectives. Pupils will then be given a new name for the day using personal ID cards. These give details of name, age, job, address and other information for real pupils who attended Stibbington Board School in 1896. There will be some discussion about the information on the ID cards and a chance for pupils to record their personal details.</p>
<p>Session A: Pupils will work in their new "family" groups, using copies of historical source materials, including census returns, school log books, parish registers and family trees to research their family history. A walk through the village follows, during which aspects of Victorian life will be discussed and pupils will see the houses where some of the families lived. A visit to the village church will be used to gather further historical evidence, including evidence from gravestones.</p>
<p>Lunch time: A period-style lunch is provided as part of the Victorian experience and for playtime afterwards there is a wide range of reproduction Victorian toys for pupils to play with.</p>
<p>Session B: This session is conducted entirely in role in the Victorian classroom. The bell summons pupils to lessons which begin with prayers, followed by handwriting (using both slates and ink pens), arithmetic, drill, an object lesson, and perhaps the cane! Time is allowed at the end of the session for a sigh of relief and an evaluation of the Victorian experience.</p>
<p>Plenary: The group will reflect on their day and consider how well the learning objectives have been met.</p>
<p>Note: The actual programme may vary depending on number and needs of pupils, length of visit and weather conditions.</p>

<p>Adult: Pupil ratios For this course CEES' recommended ratio for safety is 1: 8 For most classes, 4 pre-arranged working groups, each with an adult, is ideal. Additional adults may be needed with classes where individual pupils need 1: 1 support</p>
<p>Other information Please see separate guidance notes on safe and effective day courses, including information on clothing and equipment. Although we ask pupils and adults to wear period costume, everyone should also bring clothing and footwear suitable for working outside during part of the day. Please see supplementary sheet for details.</p>

Relevant extracts from CEES risk assessments	
See also separate guidance notes on safe and effective day courses	
Hazard	Control measures
Extreme weather conditions	<ul style="list-style-type: none"> • CEES staff are aware of daily weather forecast. • Alternative venues or activities are substituted if weather conditions are particularly unfavourable. • In extreme cases, where guidance notes on clothing (see overleaf) have not been complied with, pupils may be excluded from activities.
Equipment (e.g. dip pens and toys)	<ul style="list-style-type: none"> • Instruction is given in safe use of equipment. • Pupils are closely supervised by adults at all times.
Walking along village roads	<ul style="list-style-type: none"> • Pupils walk in single file or not more than two abreast. • Group leader walks ahead of pupils with one adult at rear and others walking with their group. • Group walks on footpath if possible, otherwise on safer side of road, normally on right to face oncoming traffic. • When walking and working in small groups, pupils are instructed to stay close to their supervisory adult.