



<p>Learning Objectives During this Day Course pupils should learn:</p> <ul style="list-style-type: none"> ü To recognise, describe, handle and use safely household artefacts and toys from Victorian times. ü To use role play to empathise with children who were employed as servants in the past. ü To interpret historical evidence from non-documentary sources. ü To learn about life in the past from the castle building, the church and other features of the built environment. <p>Pupils will also:</p> <ul style="list-style-type: none"> ü Learn safely in a new environment. 	<p style="text-align: center;">Day Course Programme</p> <p>Introduction: On arrival a CEES teacher will welcome your group to the meeting room in the grounds of Wisbech Castle and describe the day’s programme and the learning objectives. A briefing will describe how clocks in the Castle are stuck in Victorian times and the Master is seeking applicants for the posts of boot boy and scullery maid. There will also be instruction in servants’ etiquette, including how to bow and curtsy, and how to address the Housekeeper or Butler.</p> <p>Session A: This session is based on the children learning about the post of boot boy and scullery maid with a view to applying for the jobs. The group will be met at the Castle door by the CEES teacher in the role of Housekeeper or Butler. S/he will give instructions for two “hands-on” servants’ chores, which half of the class will undertake in the parlour. In the kitchen the other half class will learn about cooking and kitchen implements and will find out about wash day in the scullery with more opportunity for “hands on”. After swapping activities, the finale of the session will be a test of how well the children have performed their tasks as boot boys and scullery maids before the Master/Mistress selects the successful recruits for the jobs!</p> <p>Session B: Following a short break for lunch, the afternoon session begins with an introduction to real and replica Victorian toys and games, and an opportunity to play with them. After playtime attention then turns to finding evidence from Victorian times in the built environment, including the Castle building itself and nearby houses. A visit into the church is used to show how every Victorian family would have spent part of their day of rest on Sunday attending a service.</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 Additional adults may be needed with classes where individual pupils need 1 : 1 support. The class and accompanying adults should be divided into 2 groups for activities. These groups may then be further divided to make 4 groups, each with an adult.</p>	<p style="text-align: center;">Relevant extracts from CEES risk assessments See also separate guidance notes on safe and effective day courses</p> <table border="1" style="width: 100%;"> <thead> <tr> <th style="width: 50%; text-align: center;">Hazard</th> <th style="width: 50%; text-align: center;">Control measures</th> </tr> </thead> <tbody> <tr> <td>Characteristics of buildings and site</td> <td> <ul style="list-style-type: none"> • Instructions are given about the safe use of stairways and grounds. </td> </tr> <tr> <td>Handling objects</td> <td> <ul style="list-style-type: none"> • Instructions are given in the safe handling of objects and use of toys. </td> </tr> <tr> <td>Unfamiliar surroundings</td> <td> <ul style="list-style-type: none"> • Adults supervise directly, for example, taking responsibility for a small group and regularly checking that the entire group is present. </td> </tr> <tr> <td>Walking along roads</td> <td> <ul style="list-style-type: none"> • Pupils are instructed to walk in single file or not more than two abreast. • The group leader walks ahead of pupils with one adult at rear and others walking with their group. • The group walks on footpath or pavement. • Where roads are crossed, safe, recognised crossing points are used and pupils are closely supervised. </td> </tr> </tbody> </table>	Hazard	Control measures	Characteristics of buildings and site	<ul style="list-style-type: none"> • Instructions are given about the safe use of stairways and grounds. 	Handling objects	<ul style="list-style-type: none"> • Instructions are given in the safe handling of objects and use of toys. 	Unfamiliar surroundings	<ul style="list-style-type: none"> • Adults supervise directly, for example, taking responsibility for a small group and regularly checking that the entire group is present. 	Walking along roads	<ul style="list-style-type: none"> • Pupils are instructed to walk in single file or not more than two abreast. • The group leader walks ahead of pupils with one adult at rear and others walking with their group. • The group walks on footpath or pavement. • Where roads are crossed, safe, recognised crossing points are used and pupils are closely supervised.
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<p>Other information Please see separate guidance notes on safe and effective day courses. Although we ask pupils and adults to dress in period costume (see separate sheet), everyone will also need outdoor coats and footwear suitable for working outside for part of the day.</p>											