



UPSTAIRS / DOWNSTAIRS Key Stage 2

<p>Lesson Objectives:</p> <ul style="list-style-type: none"> • To gain knowledge and understanding of how a Victorian House was run and managed. • To identify different roles and responsibilities in a Victorian Hall. • To explore Victorian Artefacts. • To compare period homes and their own home and how they have changed over time and why. • To develop chronological skills and note connections, contrasts and trends overtime. • To use questioning, observing and role play skills. 	<p>Adult requirements: School Adults - 1-10 Leighton Adults - 1-30</p>
<p>Success Criteria:</p> <ul style="list-style-type: none"> • I can explain the running of a Victorian home before the invention of labour-saving devices. • I can discuss how Victorian homes provided various jobs for local people. • I understand how seasonal food was produced in a Victorian walled garden. • I can compare and contrast Victorian clothes with clothes of today. 	<p>Assessment:</p> <ul style="list-style-type: none"> • Observation and interaction with artefacts and questions asked. • Questioning, promoting higher order thinking. • Comparisons discussed when comparing the clothes. • The similarities and differences explained between Victorian and modern homes. • Photographs – Teachers can take pictures of their children throughout the day on their own devices.
<p>Kit to bring with you:</p> <ul style="list-style-type: none"> • Waterproof shoes and clothing • Packed Lunches 	<p>Resources Provided:</p> <ul style="list-style-type: none"> • Activity Sheet(s) in Teachers Pack, can be completed at school in advance of the visit • Victorian artefacts, household objects. • Victorian clothing on display. • Seasonal vegetables within the walled garden vegetable patch
<p>Key language: Victorian, gentry, servants, chronological, butler, governess, artefacts, seasonal.</p> <p>Key Questions: Why did Victorians in a house like Leighton Hall have servants? What different objects do we have in our homes today and why? Are seasonal foods still important today? Where is there electricity? Who invented electricity? Is there anything about Victorian life you would like to know more about?</p>	
<p>Prior Learning: None required, but prior completion of activity sheet(s) provided in the Teachers Pack will enhance the experience.</p>	
<p>Introduction: What does Upstairs / Downstairs mean. Explain the running of the house in Victorian times and the different jobs / roles people had. The wages paid then. Compare the house with how it is run today and the different roles people have.</p> <p>Activities: Within the Guided Tour of the Hall</p> <ul style="list-style-type: none"> - Role play the different roles, experiencing empathy of the role of a servant and gentry. Compare the different clothes used then and today. Focus on the materials and where they came from, link to the Gillow family history of trading furniture with cotton etc around the world, local, national and international history. - Use / handle different artefacts that have been replaced with labour-saving devices today and discuss. Link to the invention of electricity. Who invented it, when and the cause and effect of it. <p>Discussion at the end of the Tour: Now what does upstairs / downstairs mean? What have they found most interesting today. Why? Is there anything else about Victorian Life they would like to know more about?</p> <p>Lunch & Afternoon: Explore the outdoors – During Golden Time children and teachers can investigate the woodland walk, maze, bee corner and playground. Go into the walled garden and look at the seasonal vegetables and identify different fruit and vegetables you find.</p> <p>Birds of Prey - Be introduced to different Birds of Prey by the Falconer and watch the display (in the summer months.)</p> <p>Crafts - In the winter months, a craft session is included instead of the Birds of Prey display.</p> <p>Visit the Gift Shop and buy a souvenir of the day.</p>	