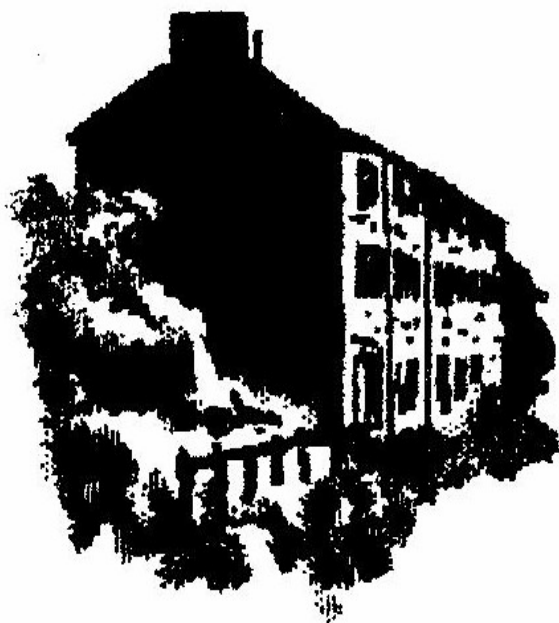


**School visits
to
Colne
Valley
Museum**

Information Booklet



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HD7 4PY
Tel. 01484 659762**

SCHOOL VISITS INFORMATION

The Colne Valley Museum is housed in three weaver's cottages, built circa 1845. Many of the rooms have been reconstructed in their original form and are furnished and equipped to show the home life of a hand-weaver's family of the period.

A day at the Museum is an attempt to recreate the past, where children and adults, suitably dressed, come to bake, wash, iron, spin and weave, and try other 19th century crafts. Children are encouraged to compare their way of life to that of a weaver's child, and although the Museum is not wholly 19th century, necessities such as electric lights and fire extinguishers are generally overlooked in the excitement of the day.

The Museum caters for visits from all ages, from KS1 to KS4, however, the activities we offer on the 'Victorian Day' at CVM are primarily suitable for teachers working at

KS1 History Unit 2 "What were homes like a long time ago" and

KS2 History Unit 11 "What was it like for children living in Victorian Britain?"

They can also be used for

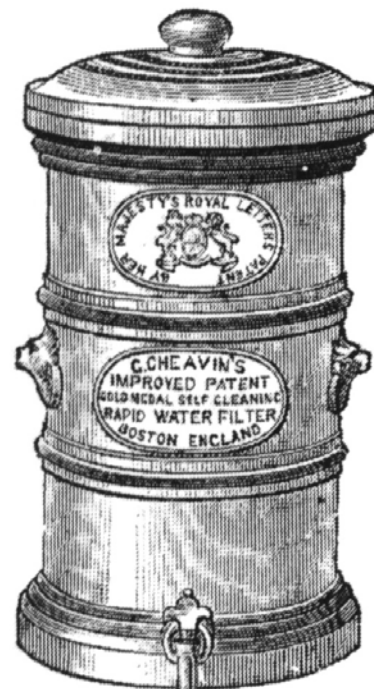
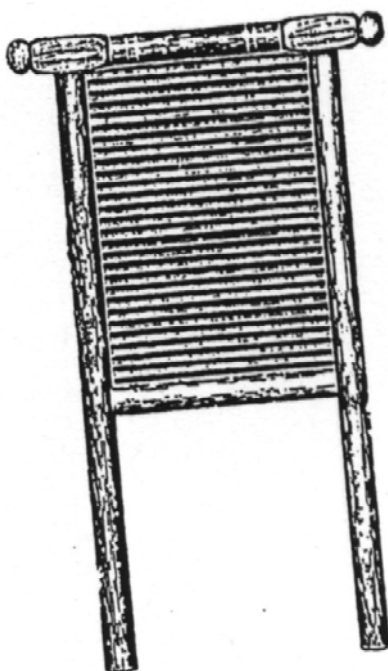
KS2 History Unit 12 "How did life change in our locality in Victorian times?" and

KS1 History Unit 1 "How are our toys different from those in the past?"

More detailed information about all the curriculum areas covered can be found in this booklet.

The museum can also be used for **KS3 History Unit 11 'Industrial Changes'**, as an example of the textile industry as it was, and also as a resource for **KS4** projects.

Please contact Mrs. Sheila Osborn (01484 653331 or 01484 659762)



YOUR VISIT

It is essential that teachers visit the Museum prior to a school visit, in order to familiarise themselves with the building and its facilities and to ensure safe and sensible planning of activities; bring along as many helpers as you can (please confirm on your booking form.)

The day is more realistically Victorian if teachers, helpers and children are in costume. This can be made very simply.

Boys: Long trousers tucked into warm socks, strong shoes, an open-necked shirt, neckerchief, waistcoat and flat cap.

Girls: Long skirt, blouse, small shawl fastened with a brooch, white apron and mob cap.

Costume packs are available for hire from the museum if required.

(see booking form.)

If you wish to dramatise your visit, please let us know your story so that we can support it and join in.

Please bring enough staff and helpers. It is essential to have a teacher in charge who does not have a group responsibility and can circulate throughout the day. Each group (up to six children) will need a helper who stays with the activity. Please note the cooking and laundry activities will need two helpers each.

A planning grid is included with the pack to help you arrange your day. For safety reasons, the museum operates a 'one-way' policy. This ensures that traffic on the steep stairways is more easily managed. The museum's Health and Safety Policy is available to help plan for Risk Assessment. There must be no running and no smoking in the museum.

There are recommended skilled demonstrators available to show and instruct spinning and weaving and various traditional crafts.

A list of suggested activities is included in this leaflet. Some materials you will provide yourself, and some can be purchased from the museum if necessary, (e.g. corn for corn dollies and lavender for lavender bags).

Other suggestions for craft activities suitable for doing at school or at the museum can be found in the Teachers' Pack.

Lunch is taken in the baking kitchen. You will need to decide your menu in advance and bring your ingredients. (The **Teachers' Pack** and **'Mrs. Pearson's Recipes'** include authentic recipes suitable for a school visit, or look in old recipe books.)

Please remember that some children may be on special diets.

Cutlery, pots and pans are all provided by the museum.

Please report any breakages in this or any other area.

At the end of the day, please collect together all your equipment, (but leave ours!) and leave the rooms as tidy as you found them.

Children can visit the shop (in groups) where we sell 'old-fashioned' sweets, a selection of toys, both vintage and modern, craft kits, books and souvenirs. The shop subsidises the museum and without it our charges would have to increase.

You and your team may have coffee or tea for a small charge, or you may bring your own.

You may bring your own camera to record your day, and the museum has a digital camera and a video camera available for loan.

The museum also offers a **TEACHERS' PACK**, containing over 80 pages of information, photographs and illustrations, Teacher's Notes, Resource Material and Activity Sheets, linked to the National Curriculum, price £8.

We also have 4 different educational **VICTORIAN TREASURE CHESTS**:

'Laundry and Cleaning'; 'Household Objects'; 'Children' and 'Textiles'.

These contain approx. 16 artefacts, original wherever possible, including a 'mystery' object, plus information leaflets, relevant photographs, documents etc. These can be hired by schools for a 3-week period, either before or after your visit, for a charge of £20 (plus a returnable deposit of £40.)

The boxes can be used for class/group handling/investigation/discussion sessions, or for a ready made topical display. They can also be used in an 'Our Museum' role-play situation, where the artefacts are displayed, labels, tickets and leaflets are designed and printed, and some children take on a Steward's role, talking about the artefacts to the 'Visitors'.

Other useful booklets such as **'A Victorian School Day'**, **'From Cradle to Grave'**, **'Mrs. Pearson's Recipes'**, **'Mrs. Pearson's Remedies'**, etc. are available from the museum shop.

Plan of the Museum and suggested activities for each room.

MR. & MRS. PEARSON'S COTTAGE	MRS. SYKES'S COTTAGE	MR. & MRS. TAYLOR'S COTTAGE
<p>(WEAVING ROOM) Looms and Warping Frame Spinning Jenny Not available for use by schools— demonstration only. Drawing of Looms etc.</p>	<p>(SPINNING ROOM) (Girls' and Boys' Toilet s) Demonstrations of Great Wheel Saxony Wheel and Drop Spindle. Demonstration of hand-carding. Weaving on Card Looms Drawing of spinning wheels</p>	<p>(CLOGGING ROOM) Talk (about clog-making) or Story usually after lunch Drawing of tools etc.</p>
<p>(BEDROOM) Sewing Pot Holders Peg Dolls Corn Dollies Wefties Greetings Cards Lavender Bags Sock Dolls Pom Poms Patchwork Samplers or any similar period craft</p>	<p>(BEDROOM) (Exhibition Room and Children's Corner) Dames School Any quiet activity Children must not touch any of the exhibits. They do not belong to the Museum.</p>	<p>(BEDROOM) (Shop) Shop usually open during last period of visit. Tea/coffee making facilities. Electric oven available for lunch time use.</p>
<p>(LAUNDRY KITCHEN) COAL FIRE (cold water supply) Washing and ironing Rag Rugs Brass Cleaning Polishing Making Fire Lighters Boot Cleaning (from newspapers)</p>	<p>(STORE ROOM) Not used</p>	<p>(BAKING KITCHEN) COAL FIRE (2 gas cookers, hot/cold water supply) Preparing Lunch (bring sharp knives for vegetables) Baking bread, scones etc. Making Butter, Toast Eating Lunch Washing Up</p>

MUSEUM ACTIVITIES

Laundry Kitchen:

Washing. Children bring a cotton/linen tea-towel or similar to wash, school provides a block of household soap. Water is heated on the fire and put into the tub along with grated soap. Wash the towels using the possor to agitate, use tongs to remove linen and put through the wringer. Empty tub (outside drain) and refill with clean cold water (tap in the scullery) in order to rinse towels. Put the linen through the wringer again (folded neatly if they are to be dried indoors.) If dry weather peg the towels outside on the croft, otherwise put them to dry on the clothes horse. Empty tub again.

Ironing. Adult helper to assist using the flat iron, heated up on the trivet in front of the fire. Starch and laundry blue are available if you want to demonstrate the effect on cotton articles.

Brass Cleaning. Bring your own articles to clean, polish and dusters. (Spread newspaper on the table first.) We do have some brass items in the kitchen if you want to clean them too!

Show the children the knife cleaner on the window sill (no stainless steel in Victorian days).

Making Firelighters. Make these from folded and twisted newspapers (stored in the large tub by the scullery door.)

Boot Cleaning. Bring a pair of leather walking boots or similar, and cleaning materials. (Spread newspaper to work on the floor.)

Rag Rugging. Bring your own Hessian if you want to take your work home with you, or have a go on the rug frame in the kitchen. (Rag Rug starter kits are available from the museum shop.)

Baking Kitchen:

Preparing Lunch. A typical mid-day meal which can be prepared by the children with adult help and supervision could be:-

Vegetable broth, bread or scones, cheese, apples or a pudding such as apple crumble and custard, cold drink. (Authentic recipes are given in the Teacher's Pack and 'Mrs. Pearson's Recipe Book'.)

Plan the cooking tasks so that each group has something specific to do.

The vegetables need to be washed, peeled/scrubbed and chopped, and if lentils/soup mix are being used these need to be started straight away to be cooked in time. The meal is cooked on the gas stoves in the scullery by adults.

Bread can be made in the traditional way or by using 'instant' yeast, or scones/flapjacks etc. can be baked in the ovens.

Butter can be made for these or for afternoon toast/drop scones. 1 pint of natural double cream will make about 1/2lb butter. After churning the cream (let the children take turns) the cream will become very thick and then separates into lumps of butter surrounded by buttermilk (try it as a drink or use for scones.) Strain and turn out onto a plate, wet your butter pats with cold water, and pat into shape until all the buttermilk has been extracted. The butter can be rinsed again in cold water if necessary.

If a pudding is to be made please check if we have dishes large enough for your requirements.

After lunch the last activity could be making toast using old toasting forks, (day old bread is better for this) or drop scones and butter for everyone to have a taste before going home.

Spinning and Weaving Rooms:

Demonstration of Weaving, Spinning and Hand-Carding.

Weaving cards are available for each child to make a bookmark.

In any of the rooms in the museum there are artefacts which would make suitable subjects for detailed drawings by the children. Each group could have its own box/basket containing drawing materials, sketch books etc.

CRAFT ACTIVITIES—1

Corn Dollies

The corn will be soaked and ready for use—keep it damp throughout the day—strong thread, scissors and narrow ribbon (the gift-wrap sort is quite suitable.)

Tie 3 straws of equal length tightly behind the ears and plait them in the usual way, left straw over centre straw, then right straw over centre straw, and so on, keeping your thumb on the growing plait to keep it neat. When you are about 6-8 cms from the end tie the plait securely, make it into a single or double loop, and tie it to the first knot behind the ears.

Trim the ends neatly at an angle and add a ribbon bow and loop to hang up.

Peg Dolls

Wooden dolly 'pegs, pipe cleaners, scraps of light weight material, lace or ribbon, craft glue, needle and thread, wool for hair, felt tip pens.

Wind a pipe cleaner round the neck of the peg to make arms, curl back the ends for the hands.

Cut 2 pieces of material approx. 10x4cms for sleeves and a semi-circle, radius about 12 cms for the dress (or have these pieces ready cut.)

Fold the sleeves lengthways and glue or sew together and slot onto arms.

Stitch into place at the neck.

Make a cone shape with the dress material and glue or sew the straight sides together. Snip the top off and put the doll's legs through the hole and glue or stitch the top of the dress to the doll's neck and tie some ribbon or lace around to hide the join. For trousers, cut up the centre front and back of the 'dress' and glue these 'legs' to the peg.

Tie some more ribbon or lace round the middle of the doll to give a waist and bend the arms down by the side of the body.

Draw a face with the felt tip pens and glue some wool on for hair.

You could also add a shawl, an apron, a hat or a bag.

Lavender Bags

Lavender is usually available from the museum but please check and order in advance—a tea-spoon is useful for filling the sachets—lightweight material, needle and thread, narrow ribbon or lace.

For younger children, have a ready cut out circle of material approx 20cms in diameter with running stitches about 4cms inside the edge ready to be pulled tight when the lavender is put into the centre. Fasten the thread off securely and tie ribbon or lace round the stitches to make a 'pouch' bag.

Children with reasonable sewing skills can either make a line of running stitches inside the circle of material, as above, (pencil a guideline) or sew up 3 sides of a rectangle or 2/3 way round a heart shape (right sides together). Turn inside out to form a sachet, 3/4 fill with lavender, and sew the edges together neatly. Add a ribbon/lace bow or loop.

(To economise on lavender you can pad out the sachet with cotton wool.)

Scrapbooks

Ready made books (3-4 pieces of sugar paper, folded and stapled in the middle) scraps, old greetings cards, pictures etc., scissors, craft glue, felt tip pens.

Victorian children took great pride in their scrapbook collection. The pages could have decorated borders and the cover could be decorated and personalised.

CRAFT ACTIVITIES—2

Greetings Cards

Coloured blank or window cards, scraps/pictures to cut out, doilies, craft glue, scissors, felt tip pens, narrow ribbon or lace for bows.

It is useful to have some commercial 'Victorian' cards to look at for ideas—the museum has some if you can't find any—please ask in advance.

If the time is appropriate make Valentine or Mother's Day cards, or cards for Easter or Christmas.

Wefties (materials can be provided by the museum)

A small stone is useful for starting each weftie, but not essential.

Waste yarn is tightly wound round and round to make a ball.

Using a darning needle and using wool or strong thread the ball is stitched all over with fly or herringbone stitch to secure the yarn.

Bookmark

Pieces of Binca approx 20x5 cms, embroidery threads or wool, needles, scissors.

Using cross stitch or straight stitch the children can decorate the bookmark—perhaps with their initials.

French Knitting (Knitting Nancy)

Knitting bobbin or Nancy (a wooden bobbin with 4 nails hammered into the top), knitting wool, darning needle. The wool is secured onto each of the nails to form 4 stitches, then the wool is looped round each nail in turn, and the stitch is pulled up and over the wool with the needle. This produces a knitted tube which can be made into a bracelet or curled round and stitched to make a mat, bag etc.

(This project will probably take longer to complete than the one session during the visit.)

Knitting Nancy kits are sold in the museum shop.

Sock Doll or Puppet

Clean socks in good condition, lightweight material, polyester filling or similar, scraps of lace, ribbon etc., buttons, craft glue, needles, thread, scissors; embroidery thread, wool, felt, felt tip pens.

A simple doll can be made by stuffing the sock lightly and sewing up the end, making the neck by either stitching round and pulling the stitches up tight, or by tying strong thread round and fastening off. Features can be sewn on, made of felt or drawn in felt tip pen.

A rectangle of material gathered at one long end and stitched in place can form the 'dress'.

A triangle of fabric can make a 'bonnet', again stitched into place. The bonnet and dress can be edged with lace etc. A square of warm material, folded diagonally, can make a shawl for the sock 'baby'. It will save time if you have your fabric ready cut out.

To make the puppet: place the sock on your hand and push the toe in between your fingers and thumb to form the mouth. A red felt tongue can be added. Two buttons stitched onto the knuckles will form the eyes. Wool can be stitched on the 'head' for the hair or to make a moustache, or felt features can be glued or stuck on to make animals, monsters etc.

Example Timetable: (for 5 groups)

Please note there is a 'one-way' system to ensure smooth change-over times.

Approx. 9.45 am ARRIVAL
 10.00-10.35 1st. Session
 10.40-11.15 2nd. Session
 11.20-11.55 3rd. Session
 12.00-12.35 4th. Session
 WASH HANDS FOR LUNCH

Approx. 1.15 pm STORY (teachers wash up/coffee)
 1.35-2.10 5th. Session (TIDY ALL AREAS)
 2.15— Shop (one group at a time please!)
 All collect in kitchen for toast/singsong

Approx. 2.30-2.45 DEPART

	WASH KITCHEN>	BAKING KITCHEN>	CRAFT ACTIVITY (Bedroom) >	CRAFT ACTIVITY or DAMES SCHOOL >	SPINNING+WEAVING (Top floor) >
1st Session	<u>ARRIVAL</u> Group A	Group B	Group C	Group D	Group E
2nd.Session	Group E	Group A	Group B	Group C	Group D
3rd.Session	Group D	Group E	Group A	Group B	Group C
4th.Session	Group C	Group D	Group E	Group A	Group B
LUNCH		<u>LUNCH</u>			
STORY				<u>STORY</u>	
5th.Session	Group B	Group C	Group D	Group E	Group A
		<u>Coming Together</u>			
		<u>SHOP/DEPART</u>			

Timetable: (for 5 groups, if you have 4 groups omit a craft activity.)

Approx. ____am ARRIVAL
 1st. Session
 2nd. Session
 3rd. Session
 4th. Session
 WASH HANDS FOR LUNCH

Approx. ____ pm STORY (teachers wash up/coffee)
 5th. Session (TIDY ALL AREAS)

SHOP (one group at a time please)
 Approx.2.30-2.45 DEPART

	WASH KITCHEN> <u>ARRIVAL</u>	BAKING KITCHEN>	CRAFT ACTIVITY or DAMES SCHOOL (Bedroom) >	CRAFT ACTIVITY >	SPINNING+WEAVING (Top floor) >
1st Session					
2nd.Session					
3rd.Session					
4th.Session					
LUNCH		<u>LUNCH</u>			
STORY				<u>STORY</u>	
5th.Session		<u>Coming Together</u> <u>SHOP/DEPART</u>			

CURRICULUM AREAS

The activities we offer at CVM have been developed primarily for teachers working at **KS1 History Unit 2** "What were homes like a long time ago" and **KS2 History Unit 11** "What was it like for children living in Victorian Britain?" They can also be used with **KS1 History Unit 1** "How are our toys different from those in the past?" and **KS2 History Unit 12** "How did life change in our locality in Victorian times?"

There are opportunities to link these to other areas of the curriculum:

Language and Literacy.

Working in groups the children will be encouraged to ask questions, to make relevant comments and extend their ideas.

They will be introduced to historic and specialist vocabulary and given the opportunity to handle and describe artefacts.

Back in the classroom they should be able to use their newly acquired vocabulary to describe the visit and the activities they took part in, to label their drawings and to make a word bank.

The visit should further the children's understanding of traditional stories and nursery rhymes. (Many relevant books are on display in the Children's Corner.)

Maths.

The children will be given the opportunity to use weighing scales (with Imperial weights) and to name mathematical shapes in the context of the building.

(Links to **Design and Technology Unit 1D 'Homes'**, see CVM Activity Sheet 'Can you make a house?' in the Teachers' Pack.)

Science.

The children will have the opportunity to look at a variety of materials and why they were chosen for their particular uses.

They will be able to see how a home was run before the days of electricity, and look at how science and technology have a bearing on the development of domestic equipment; (laundry, cooking and lighting are obvious examples.)

They can observe the changes occurring in the laundry activities (when grated hard soap or powdered starch is put into hot water, and what happens to cloth when dipped in starch and 'Dolly Blue') and in the various cooking activities in the baking kitchen (butter-making, bread-making, toasting bread etc.)

(Links can also be made with **Science Unit 1A "Ourselves- Growing and Changing"**.)

Design/Technology/Art.

The children will be able to explore a variety of materials during their visit, and there are many craft activities on offer, which can be followed up back in the classroom or developed into larger projects, (for example, individual patchwork or rag-rug samples may be incorporated into a class project.)

Sketching activities which can be carried out during the visit will offer many design, art and craft opportunities as well as starting points for development back at school, such as weaving or wheel patterns, detailed drawing of artefacts, carved and decorated furniture, etc.

(Ideas for more ideas for follow-up work, such as designing a photograph frame for a 'family portrait', can be found in the Teacher's Pack.)

History

The children will be able to look at and experience the similarities and differences between homes and domestic life in the mid-19th century and today.

They will have the opportunity to handle and use original household articles used a long time ago, describe their characteristics and discuss their use.*

Local schools can use the visit to link with the **Geography Unit 1: "Around our school- the local area."**

* Ask about our Educational 'Treasure Chests' Loan Scheme.

MAKING THE MOST OF YOUR HELPERS

The quality and quantity of your helpers can make or break the success of your school visit; the role they play is of vital importance.

If your helpers have not been to the museum before **please** bring them along to the Preparatory Visit, or failing that, at a weekend when the museum is open to the public. (Let us know in advance and we will do our best to be there to answer any questions.)

It is important to have helpers who are confident in **what** they are doing and **when** they should be doing it, as well as knowing what is expected of the children. This is especially the case in the Laundry and Baking Kitchens.

A brief timetable for each helper of the activities and equipment involved will also be useful.

So often we have seen missed opportunities where a helper has not had the confidence, the knowledge or the experience to make the most out of an activity.

Your visit is meant to be a hands-on experience for the children, not just 'watch me and I'll show you', but your helpers are supposed to gain something too.

This is why your role as a 'floating' supervisor is important, to keep everything ticking over, and to lend a hand/intervene if necessary.

It's worth remembering that if your helpers have an enjoyable and satisfying visit they will want to come again next time!

Helpers might be advised to:

Watch what your children do—sometimes watch from a distance, so as not to deter them; often watch closely so they see you taking a particular interest.

Interpret exhibits for your children, helping them to find out what they are about—by reading instructions and by discussing what is happening; by pointing out things they might miss, by asking questions and generally helping them to think about the exhibit.

Support your children by keeping them trying and helping with difficulties—by encouraging them with praise and approval of their efforts, by sorting out equipment problems and organising things for them.

Participate yourself—by starting the children off if they don't seem able to begin, by acting as a partner if they need one, by trying exhibits out yourself to show interest.*

*Extracts adapted from "Making the most of School Visits" by Christine A. Brown with Anne Oliver and Martin Bazley, *Journal of Education in Museums*, vol.18, 1997.

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BOOKING INFORMATION

A visit to the Museum will cost **£130** per class of 30.

(Please bring 3 cheques on the day: **£80** payable to Colne Valley Museum and the remaining two of £25 are for the demonstrators.)

Corn, prepared and soaked for use, and lavender can be purchased from us (subject to availability).

Corn: £4 per bundle—enough for a class of 30

Lavender: £1.25 per 55gms. (approx. 25 teaspoonfuls)

Food for lunch etc. and craft materials should be supplied by the school—further information regarding this will be given at the Preparatory Visit.

For any further information, to make bookings or to confirm Preparatory Visits please contact

Mrs. Sheila Osborn (Tel 01484 653331 or 01484 659762)

PREPARATORY VISITS

These meetings will be held in the Museum at **7.30pm** on **Monday evenings** throughout the school year (see booking form for dates).

It is **essential** that the class teacher comes to a Preparatory Visit when bringing a school for the first time. Even if you have been before, your helpers may not. Please let us know which one you will be attending. Bring as many helpers with you as possible, or a visit during the weekend opening times would be useful.

A copy of our Health and Safety Procedures and Risk Assessment is available if required.

If a child is unable to come suitably dressed for the visit, then a basic '**Costume Pack**' can be hired at £1 per child.

Boys: waistcoat, neckerchief, flat cap.

Girls: long skirt, apron, shawl, mob cap.

Please ask for details or order on the Booking Form.