Year 3/4

The Historical Association's Scheme of Work for Primary History

Trade and culture in the Georgian period.

The Historical Association
The voice for history

About this unit

This unit focusses on the Georgian period across the mid to late eighteenth century. It is during this period that Britain (rather than England) begins to consolidate the gains made by Tudor and Stuart explorers and traders. The seeds of the British Empire of the Victorian period are planted at this point by the merchant princes trading out of the great sea ports such as Bristol, Liverpool and London. While the focus of this unit is on the capital city with reference to some particular industries and individuals a little research will yield local industries and entrepreneurs related to other parts of the country. It is always useful, where possible, to provide a local lens through which to investigate a period of British History. While there are some cross curricular suggestions the focus is on developing historical understanding and thinking. Children are encouraged to develop chronological understanding by linking the events to the historical context. Underpinning much of the unit is the concept that there are reasons why people acted as they did and children should recognise the importance of causality. There is a strong emphasis on children investigating issues and solving valid historical questions recognising the nature of the evidence on which their judgments and knowledge are based.

Unit Structure

This unit is structured around two history enquiry themes:

1. How did trade shape and develop Georgian society?
2. What does the work of significant individuals tell us about the period?

These themes are considered through a number of specific key questions:

- What was Georgian London like?
- What was the role of the East India Company?
- What was "Spitalfields Silk" and who was Anne Marie Garthwaite?
- What was it like to be poor in Georgian London?
- What was Thomas Coram given a charter for and what was life like as a Foundling?
- How did Handel help the Foundlings?
- What themes shaped the Georgian period ~ why should we remember it?

How this unit links to the new national curriculum for primary history

- A study of an aspect or theme in British History that extend pupil's chronological knowledge beyond 1066

Possible links to other units ~

- KS1 **Significant individuals** ~ Influential philanthropists, artists and composers.
- KS2 **A local history study** looking for evidence of the Georgian period within the local area...

Enquiry: How did trade shape and develop Georgian society?			
LEARNING OBJECTIVES	**KEY CONTENT AND SUGGESTED LESSON IDEAS**	**SUGGESTED RESOURCES**	**ASSESSMENT CRITERIA**
Children should Show knowledge and understanding of some of the main events and people (recognise characteristic features of the period)	**What was Georgian London like?** Two sets of Pairs give out "Convent Garden Market" or "Charing Cross" One to each set of pairs with prompt sheet of what to look for (if necessary). Children record what they can see on their record sheet. What impression do they have of this place? Swop images ~ add to what they can see. What has their impression of the city changed? Now add "Bird's Eye View" on IWB Teacher collects key point on IWB from class as a whole Focus on identifying characteristic features of architecture and dress Split into groups of six ~ look at "Morning Frolic" on IWB Pick out and explain key elements ~ What is out impression of the city now? . Freeze frame scenes from the image (Cross Curricular ~ Art identifying features of Georgian architecture in clay plaques)	Images: Convent Garden Market 1737 by Balthazar Nebot http://www.tate.org.uk/art/artworks/nebot-covent-garden-market-n01453 A view of Charing Cross and Northumberland House 1746 by Joseph Nicholls http://www.amazon.co.uk/Charing-Northumberland-canvas-Joseph-Nicholls/dp/B0019MVKE8 A Bird's Eye view of Convent Garden Market 1811 By Thomas Rowlandson and Pugin http://www.wikigallery.org/paintings/237501-238000/237557/painting1.jpg The Covt Garden Morning Frolic by Louis Philippe Boitard https://www.meisterdrucke.uk/fine-art-prints/Louis-Philippe-Boitard/310898/The-Covent-Garden-morning-frolic-.html	**Individual** ~ Can the children create an image of a well to do character or building for class collage based on research and demonstrating appropriate characteristic features?
Children should: Select and combine information from sources	**How did the cartoonists portray London and how do we know trade was important?** Teacher to whole class ~ Read letter from Francis Place ~ Morning in London 1827 ~ what impression does this give you of how busy the city was? Split class into four to look at images each group adds five key words to "wordle" to create word cloud Look at trade maps to see where Britain was trading with (high ability compare with Spain) What do you think was being traded from these places?	"Miseries of London" Thomas Rowlandson https://www.rct.uk/collection/810641/miseries-of-london "Portsmouth point" Thomas Rowlandson https://upload.wikimedia.org/wikipedia/en/8/88/Portsmouth_Point_by_Thomas_Rowlandson.jpg "Sailors Carousing" by George Cruikshank http://imageweb-cdn.magnoliasoft.net/nmm/supersize/pu0158.jpg The Imports of France by Louis Philippe Boitard https://collections.vam.ac.uk/item/O1240590/the-imports-of-great-britain-engraving-louis-philippe-boitard/ Trade routes http://www.theguardian.com/news/datablog/2012/apr/13/shipping-routes-history-map	Design a trade card for one to the traders featured on the street traders images

	Give groups information packs with images of street traders and trade cards. Children select an individual to create a trade card for in using characteristic features of the period. Create and print out using suitable font and decoration or draw out	Street traders http://www.bl.uk/georgian-britain/articles/the-rise-of-consumerism Trade Cards https://georgianera.wordpress.com/2015/01/29/18th-century-trade-cards/ Francis Place letter http://www.bl.uk/georgian-britain/articles/the-rise-of-cities-in-the-18th-century	
Children should : They are beginning to *give a few reasons* for, and results of, the main events and changes	**What was the role of the East India Company?** Watch "Britain's expanding empire" ~ what does this tell us about how trade was shaping the world? Individual ~ Look at image ~ what can you see ~ where do you think this is? What part of the image sticks out to you and why? (procession of Krishnaraja Wodeyar III through Mysore) Look at these three images ~ what do they tell you about the role of the EIC both in Britain and the wider world? How did they maintain power? What was one of the key trade items? ~ explain the importance of textile trade ~ both to sell in Britain and to use a trade item or as payment in Indonesia, Africa and Persia. Have examples of cotton textiles for children to see and touch ~ Chintz(painted cotton) /Muslin/ Cotton "handkerchiefs" V and A website will have examples from the time ~ look for South East Asia include key words Gujerat/Madras Coromandel coast	http://www.makingthemodernworld.org.uk/stories/enlightenment_and_measurement/01.ST.06/?scene=2 Official East India company https://www.britannica.com/topic/East-India-Company Full image with questions to direct thinking and background information https://collections.vam.ac.uk/item/O17558/a-scroll-painting-painting-unknown/ East India Docks, Island of St Helene and Armed Forces of East India Company http://www.makingthemodernworld.org.uk/stories/enlightenment_and_measurement/01.ST.06/?scene=8	Children explain why they think the EIC became so influential
Children should : Show knowledge and understanding of some of the main events and people (recognise characteristic features of the	**What was "Spitalfields Silk" and who was Anne Marie Garthwaite?** Show children the house of Anne Marie Gathwaite with the blue plaque # why might this be significant? What was "spitalfields silk" ~ compare a sample of silk to the calicos from India. Look at how India was printing designs with wood blocks where England and the Huguenots were weaving or embroidering images. Show the first image from Hogarth's "Industry and Idleness" with the weaving looms ~ What can children	Websites linked to fashion http://www.regencyhistory.net/2013/03/headdresses-and-hairstyles-for-regency.html **Gallery of Fashion. Vol. 2, April 1795 To March 1796.** http://world4.eu/gallery-of-fashion-march-1796-2/ http://thedreamstress.com/2011/04/queen-victorias-wedding-dress-the-one-that-started-it-all/ Websites for Anne Marie http://spitalfieldslife.com/2013/04/05/at-anna-maria-garthwaites-house/ http://belovedlinens.net/textdesign/Anna-Maria-Garthwaite.php	Can the children create an image of a well to do character for class collage based on research and demonstrating appropriate characteristic features of dress? **Individual**

period)	see? What does this tell us about this industry? Introduce Anne Marie as a commercial designer ~ You could do this in role as Anne Marie~ Show examples of her work and how they were used in costume Pairs ~ Children research clothing of the well further creating figures for a class collage (using material such as silks/brocade) base the collage on Hogarth's Noon	Hogarth's Noon http://www.thecommononline.org/four-times-day-william-hogarth Hogarth's Industry and Idleness https://upload.wikimedia.org/wikipedia/commons/d/d6/William_Hogarth_-_Industry_and_Idleness,_Plate_1%3B_The_Fellow_'Prentices_at_their_Looms.png	
1. **Enquiry: What does the work of significant individuals tell us about the period?**			
Children should: Begin to recognise that there are reasons why people acted as they did	**What was does Hogarth say about being poor in Georgian London?** *Teacher led W/C ~* *Discuss Hogarth's "Noon and Morning "picking out specific features (beware of bawdier elements such as hands on breasts) • Poverty and wealth side by side but not interacting • Liveliness of poorer elements of society • Sanctimoniousness and superficiality of wealth *Groups ~* Read exerts from the Workhouse document Investigate the" Idle apprentice executed at Tyburn" • pick out features showing poverty ~ • discuss why people might have problems The full set of "Industry and Idleness" can be found on line and can be used to tell the two different stories If you wish you could compare "Beer Street" and "Gin Lane" but you need to be careful of the graphic imagery of Gin Lane	Hogarth's Times of the day using etchings rather than paintings Morning http://exhibits.library.northwestern.edu/spec/hogarth/decay2.html Noon http://exhibits.library.northwestern.edu/spec/hogarth/decay3.html Account of the Workhouse 1786 http://www.bl.uk/georgian-britain/articles/poverty-in-georgian-britain Idle apprentice http://collections.vam.ac.uk/item/O540030/the-idle-prentice-industry-and-print-hogarth/	Create speech bubbles for characters in the image to explain what they are doing and why they were there. High ability: as the Idle Apprentice explain where you went wrong and how you could have changed your fate
Children should : Select and combine information .	**What was Thomas Coram given a charter for and what was life like as a Foundling?** ***Pairs activity ~*** *look at portrait of TC and record observations ***Teacher led, W/C ~*** * share observations ~ make deductions about type of man that TC was and about his occupation	Hogarth's portrait Other images of Thomas Coram (TC) Background/biography information on TC for teacher and TA Create packs of information for different groups including images/ timelines of day/ information about what children's lives were like Task sheet with details of what is expected	**Group** ~Can the children create a poster with information about life in the Foundling Hospital including images and timeline of day? Individual ~ Can the children use the portraits to describe TC and consider what type of

	Individual ~ *record findings	Information can be found on these sites: http://foundlingmuseum.org.uk/ http://www.coram.org.uk/about-us/our-heritage-foundling-hospital	job he might do and what type of man he was?
Children should : Describe and make links between events people and changes and give ***reasons for*** and ***results of*** those events and changes	**How did Handel help the Foundlings?** ***Teacher led W/C ~*** *Listen to Handel's Messiah *Discuss what impression it gives children *Explain what type of music it is *Explain about concerts of classical music *Who do the children think Handel was mainly composing music for? Listen to the water music or fireworks Explain how Handel helped Thomas Coram ***W/C ~*** Set up role play as visitors to the concert	Handel's Messiah or Fireworks Hallelujah chorus https://www.youtube.com/watch?v=usfiAsWR4qU Music for royal Fireworks https://www.youtube.com/watch?v=GTVG0hjYOTE Water music https://www.youtube.com/watch?v=mAyiidg25uE Image of Handel and biographical details Character cards and images for role play Set up room as for concert Handel House Museum http://www.handelhouse.org/discover	Can the children explain why they are at the concert and why they think it is important? **Individual or group**
Children should : Establish narratives within and across periods Note connections, contrasts, trends	**What themes can be traced across the period?** ***Teacher led W/C ~*** • Discuss what we mean by the word "theme" • Why is it important to try to identify key ideas within a period • Talk about the sorts of themes we might identify within our own period helping children to understand that this is about ideas not events e.g. twentieth century time of conflict with two world wars and cold war • Watch the film the Glorious Georges and try to identify ideas follow up with 10 ways Georgians shaped Britain ***Group task ~*** • Give children a series of images or words from past teaching sessions ~ ask them as a group, to sort them into themes (Adult support and pre-selected themes for some groups if necessary • Children look at what the different groups have selected • How are they the same different?	Film "The Glorious Georges" https://www.youtube.com/watch?v=6orGJbTRhD8 Images from previous sessions Maps of world Britain and trade ports Your nearest Georgian city/architecture	Can the children explain what they have selected and how these elements relate to each other?

	• Take one idea from another group and add it to yours ~ resort if necessary ***Whole class ~*** • Create class word web around the idea of Georgians		

How will this enquiry help children to make progress in history?

The activities address a number of historical and broader concepts as well as an expanding database of knowledge related to the Georgian period through political, economic, social, religious and cultural perspectives. This awareness should include big picture/outline as well as depth based on more detailed analysis and case studies.

These skills and concepts include:

- Acquisition of specialised vocabulary and terminology and reinforcement of that acquired earlier in a broader range of contexts;
- A sense of the distinctiveness of a society including its key features;
- Historical enquiry;
- Historical narrative and sequence and a sense of chronology and duration;
- A sense of space and geography;
- Cause, consequence and motivation including imagining choices;
- Change, continuity, progression and regression;
- Comparison and contrast, similarity and difference, variety;
- An understanding of the nature and use of evidence;
- Constructing accounts including investigation, selection, organisation, effective communication including summarising.

How this enquiry might be adapted for children of different ages and different abilities?

There are certain key ideas it is important that children of all ages and abilities acquire, namely

- That this period was one of great change and innovation that laid the foundation for what developed in the Victorian period
- Trade was a central focus of the period
- That this was a rich period for the creative arts

This unit is aimed at years 3 or 4. Older or more able children could

- Have more focus on children running the enquiry.
- Focus on some of the more challenging themes such as the role of Britain in the slave trade, the relationship with France through conflict and revolution, the use of satirical cartoons and the view of monarchy
- The role of the East India Company and the effect of global corporation's power could also be considered in relation to some of the actions of modern corporations across the world.