

VICTORIAN NIGHTS



**EDUCATION
PACK**

ACKNOWLEDGEMENTS

This education pack would not have been possible without the tremendous efforts of the following people:

ALEXANDRA MINNS
HAYLEY BUCKLAND
KATIE INWOOD
NINA BROWN
SARAH COPEMAN
SUZANNE LAM



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HOW TO USE THIS PACK

The pack contains four lesson plans, which can be tailored to meet the needs of your pupils, and reworked to different Key Stages. Use the legend below for key information when planning your lesson.



AIMS



OBJECTIVES



KEY VOCABULARY



LESSON RESOURCES



STARTER ACTIVITY



Images courtesy of Norfolk
County Council Library and
Information Service.

Enjoy thousands of images of
norfolk's unique history at
www.Picture.Norfolk.Gov.uk

 **Norfolk** County Council
at your service

INTRODUCTION

The Victorian Nights Festival, which takes place from Friday 18 until Sunday 20 May 2012, is transporting the North Norfolk towns of Cromer, Sheringham and Wells-next-the-Sea back to the Victorian era via a packed programme of free events for the whole family. The festival celebrates the Victorian era, a significant period in North Norfolk's history, as it heralded the coming of the railways and marked the area as the popular holiday destination for tourists it remains today.

Participating venues in the three towns will open their doors for a programme of special events designed to entertain and amaze. The programme features Victorian fire eaters, escapologists, re-enactments, a Victorian photo parlour, circus acts, a steam train ride, shell artistry, cottage craft workshops, film, guided walks and the chance to meet lots of costumed characters.

The festival, which is being funded by a Heritage Lottery Fund grant and financial support from Norfolk Museums and Archaeology Service and North Norfolk District Council, is part of the national Museums at Night campaign, the annual after-hours celebration of arts, history and heritage. Museums at Night is co-ordinated by Culture 24, a not-for-profit online publisher, working across the arts, heritage, education and tourism sectors.

For more information about Culture 24, please visit:

www.culture24.org.uk/museumsatnight and www.weareculture24.org.uk.

Victorian Nights is the work of eight cultural organisations across the three towns: Cromer Museum, Cromer Preservation Society, North Norfolk Railway, RNLI Henry Blogg Museum, Sheringham and District Society, Sheringham Little Theatre, The Mo: Sheringham Museum and Wells Maltings. The project is being managed by Laura Crossley, a freelance museums and heritage consultant.

For more information about Victorian Nights, please visit:

www.victoriannightsnorthnorfolk.com.

THE VICTORIAN NIGHTS FESTIVAL EDUCATION PACK

This education pack is designed to support schools across Norfolk and beyond to take the festival into the classroom via a range of exciting, Victorian-themed activities for Key Stages 1-3. The pack is also intended to be a legacy for the festival; a resource which can be used in the long-term future to inspire learning about the fascinating Victorian era.

The pack contains contextual information about Victorian Britain and Victorian Norfolk, as well as four lesson plans, which can be tailored to meet the needs of your pupils, and reworked to different Key Stages.

The majority of the pack has been created by a dedicated team of volunteers, who have worked extremely hard to research the Victorian era and create fun, innovative lessons for the classroom.

Everyone involved with the festival very much hopes that this pack captures the imaginations of pupils and teachers, and helps to bring Victorian Nights to life in the classroom.



Laura Crossley

Victorian Nights Project Manager

VICTORIAN BRITAIN

INDUSTRY

Notably referred to as the Age of Reform, or the 'heroic age', the Victorian era lends itself to substantial change in technology, industry, culture, society, politics and health; and was birth to many influential people, with their developments, theories and inventions having a crucial impact on our present lives. By 1850, only thirteen years after Victoria's accession, society had already borrowed their sovereign's name; calling themselves the 'Victorians'.

One of the most revolutionary aspects of the Victorian era was the building of railways. They transformed the landscape both physically and culturally, producing new opportunities for commerce and travel and fuelling industrial and economic expansion, connecting the major cities of England. At the centre of Britain's industrial expansion was the textile industry, its products exported across the empire. Coal was predominant within heavy industry.

SOCIETY

Social classes were clearly defined; for the working-classes life was rather uncomfortable, but rather prosperous and pleasant for the middle-classes. Significantly, poverty was ubiquitous, especially in the populous industrial cities. Workhouses provided 'indoor relief' for the desperate: shelter and food in return for hard monotonous labour. Life could not get much worse for those living in the workhouse. The standards of living for the working-classes were sacrificed for the rise in industry: they were diabolical. Society was plagued with disease, such as diphtheria, scarlet fever, tuberculosis and cholera. Sexual diseases, especially syphilis, were very common among the working-classes since many women resorted to prostitution in order to support themselves and their families.

DID YOU KNOW?



Christmas cards were officially commissioned in the 1840s.

'Ordinary' people started going on holiday to the seaside for the first time.

It took around 8 weeks to cross the Atlantic in a ship with sails; by 1901 it took around a week in steam boats.

The first indoor Christmas tree was brought to England by Prince Albert.

The Great Famine in Ireland killed around 1 million people. It occurred because their dependency (one

1837

Victoria's accession to the throne

1846

Repeal of Corn Laws

1851

The Great Exhibition

1858

The 'Great Stink'

1859

Darwin's *Origin of Species* published

1845-52

Great Famine, Ireland

1853-56

Crimean War

1861

Death of Prince Albert

HEALTH

William Booth: Founded the Salvation Army, giving help, shelter and food to those with desperate needs. Florence Nightingale: Reformed the nursing profession through her training school at St Thomas' Hospital after her services to wounded soldiers during the Crimean War. Joseph Lister: His use of carbolic acid revolutionised the way in which wounds were treated and the importance of cleanliness during surgery.

EMPIRE

The Great Exhibition: The world's first in a series of world fairs of culture and industry. It was to show to the world Britain and her colonies' superiority and that Britain was the industrial leader of the world. Presented in Crystal Palace—especially built to display the exhibition.

INVENTION

A number of inventions were created and popularised in the Victorian era: carbon filament lamp—the modern light bulb, telephone, flush toilet, radio, cameras, stamps, vacuum cleaners and the sewing machine

CULTURE

For both the rich and the poor, entertainment was well provided. Penny gaffs, music halls and waxworks were forms of cheap entertainment, while illusionists captivated audiences with illusions, séances and conjuring of spirits. Circuses and street artists also epitomised Victorian culture and entertainment.

INSPIRATION

Charles L. Dodgson/Lewis Carroll *Alice in Wonderland* | **Charles Dickens** *Oliver Twist*, *David Copperfield* and *Christmas Carol* | **Thomas Hardy** *Far from the Madding Crowd* | **Robert Louis Stevenson** *Treasure Island* | **Charlotte Brontë** *Jane Eyre* | **Sir Arthur Conan Doyle** *Sherlock Holmes* | **Bram Stoker** *Dracula* | **Oscar Wilde** *Importance of Being Ernest*

third of the population) on potatoes was severely affected by potato blight.

.....

Around a fifth of adult males were entitled to vote at the beginning of Victoria's Reign, which increased to two-thirds by 1884.

.....

Britain had the largest empire and was considered the superpower of the world and the 'workshop of the world'.

.....

Victoria always dressed in black and wore a widow's bonnet instead of a crown after the death of Prince Albert





The 'poppy line' runs between the coastal towns of Sheringham and Holt—opened in 1887

VICTORIAN NORFOLK

- Colman's of Norwich, founded in 1814 was taken over by J.J Colman in 1851. The expansion of the railway was particularly beneficial to exports of Colman's mustard such that by 1865, production had transferred to a large factory based in Carrow, Norwich. In 1866 the company was granted a Royal Warrant as manufacturers of mustard to Queen Victoria.
- Sea bathing became increasingly fashionable throughout the Victorian era. Promenades and piers were constructed as tourist attractions, and soon seaside resorts were expanding as popular tourist attractions. The rich banking families of Norwich made Cromer their summer home. In 1888 a vessel struck Church Rock, just off Cromer beach. It was subsequently blown up as a precaution.
- In 1833—The Norwich Yarn Company was set up to prevent the collapse of the textile trade. Between 1836-39 St James' Mill was built. There was a further downturn in the state of the industry in Norwich and the Yarn Company was forced to let space in the mill to other companies in the textile trade.
- In c.1873 Queen Victoria bought Sandringham for her son, the Prince of Wales, in 1861.
- Throughout the 19th century, Fakenham developed its printing industry. The book printing business, established by Thomas Miller from 1862, expanded to supply major London publishers.
- The 'poppy line' runs between the coastal towns of Sheringham and Holt—opened in 1887.
- The last public execution took place between the gatehouses of the castle in 1867. After the hangings, the cattle market became an area of entertainment with musicians and street vendors.



VICTORIAN ENTERTAINMENT BY THE SEA

Punch and Judy!

Key Stage One

INTRODUCTION

Victorians considered visiting the seaside a luxury holiday which was at first only affordable to those who were wealthy. At the seaside, Victorians enjoyed many activities including the Punch and Judy show. Punch and Judy theatre was first performed in indoor theatres, but as it became increasingly popular, the act became mobile, transforming marionette puppets to hand puppets which made it easier to carry around, more affordable to make and more accessible to wider audiences—rich and poor people could enjoy this form of entertainment.



To design and make a miniature mobile theatre of the Punch and Judy show and stick puppets, studying the colours, patterns, textures, decoration and the importance of alluring designs of façades to attract audiences.



- To make links between the history of the Punch and Judy show originating from the Victorian era to pupils' own personal experience.
- To identify different styles of puppet—marionette, hand puppet, finger puppet, shadow puppet and stick puppets.
- To understand Victorian entertainment for rich and poor people.
- To use different media and design processes to explore working in three dimensions with visual and tactile elements, including colour, pattern and texture, shape, form and space.
- To think about a viewer's response to a façade when designing. For example, why does the Punch and Judy show use bright and bold primary colours, instead of dark or neutral tones? How do pupils think the audience react to this?
- To evaluate and develop work through reviewing work.



Puppets, marionette, hand/glove puppet, finger puppet, stick puppet, stage, theatre, facade, characters, audience, portable theatre booth, decoration, texture, colour, shape, primary colours, Punch's original name: Punchinello, Judy's original name: Joan.



Medium to large sized shoe box (front window and bottom pre-cut by adult using scissors or Stanley knife), a collection of material scraps for gluing and adding texture: felt/velvet, tin foil, shiny wrappers, sweet paper, stripy bags, tissue paper etc, colouring pens, pencils, paint (optional), glue, hot glue gun (optional—to be used by adult), newspapers for lining tables, scissors, drinking straws, tape for sticking puppet template.



Look at early Victorian postcards and pictures of Punch and Judy and compare to more recent images to explore similarities and differences. Discuss pupils' experiences of going to the seaside and watching Punch and Judy performances. Discuss the colours, patterns, materials, design used to make the theatre tent and what makes it a successful façade.

LESSON PLAN

1a Preparing the mini theatre (adult) Remove lid of shoe box. Turn shoe box onto its side landscape with the hollow facing you. Measure $\frac{2}{3}$ of the box face and cut away to form the 'window' of the theatre, remember to leave approx. 1.5cm width around the top and side edges to allow space for any decoration or gluing space if fabric curtains are applied.

1b Cut out bottom base Cut out base in the diagram shown, leaving a 1.5cm rim. This is to help the box stand upright on its side. When using for a performance, place blu-tack on corners and side of the bottom of the rim so that it may attach securely on to table surface.

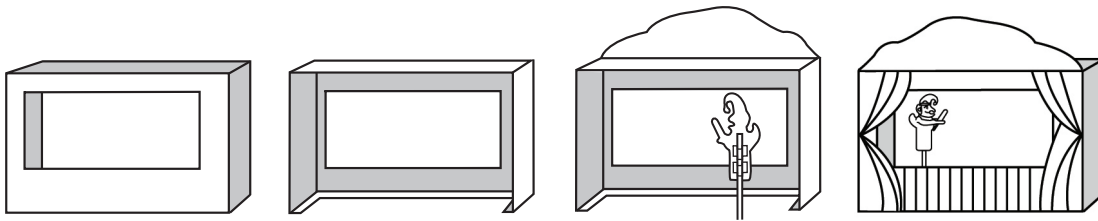


Fig 1a Front side of box

Fig 1b Inside of box

Fig 3 Completed inside of box

Fig 4 Completed outside of box

2 Decorate mini theatre Design and decorate front, sides and top using fabric scraps, colouring pens, colourful or reflective material focusing on the importance of an attractive façade and how this attracts people. The designing and making process should be informed by inspiration from Punch and Judy's bright bold design, with linear and decorative aspects, but allowing for personal creativity. The roof panelling façade should be designed to a shape that fits the length of the top of the box and cut out with a flap so it can be stuck down to the top side (fig 3).

To add a personal touch, pupils could also design their own detachable sign hung on the top or front with their name on it to introduce their mini theatre i.e. Sam's Punch and Judy Show. This could be interchangeable for other shows.

3 Decorate the puppets Print off Punch and Judy templates onto card (see Further Resources.) Decorate and colour in the characters then cut out. Turn the cut out to the blank side and using sellotape stick on a drinking straw to form a handle for the stick puppet. If needed, cut the straw to desired length depending on the size of your mini theatre. The puppets are now ready to perform!

4 Using your puppet theatre To use the mini theatre, place blu-tack on the bottom of the box in the corners and edges before pressing firmly on the edge of a table top. Children can kneel behind the table and use their puppets to perform. For added theatrical effect, a red piece of cloth can be placed down on the surface of the table to cover the performers behind the table.

EXTENSION ACTIVITIES

- Pupils could engage with the play of Punch and Judy by listening to a reading of the script. They could also learn that different characters can be identified from others by their unique voices, i.e., Mr Punch has a squeaky voice.
- Pupils' photographs, picture and magazine clippings could be cut out and made into a collage representing memories of the seaside that can be glued to the inside of the mini theatres.
- To give each pupil a chance to perform and exhibit their mini theatre, set out a length of tables with each work placed side by side forming a row of houses (stuck to tables with blu-tack) so that pupils can take turns to perform their puppets to their classmates and also talk about what they have made.

THE INVENTION OF HOLIDAYS!

A Creative Writing Activity

Key Stage Two

INTRODUCTION

The Victorian Period was a time of great inventions. During Queen Victoria's reign, many new discoveries and inventions were made, from electricity to telephones to modes of transport. One of the biggest things to change the lives of Victorian people was the advent of railway as a form of travel for the everyday person.

The idea of leisure and entertainment was becoming popular and as trains became a faster way to travel, more and more people were able to visit the seaside. Previously only the very wealthy had travelled to the sea in expensive stage-coaches, but when the railways arrived, poorer people from the cities could afford to go the sea. Places like Brighton and Scarborough became popular resorts.

It was still unfashionable to have a suntan, however, and people would be very covered up on the beach, either rolling up their trousers or, if they were wealthy, wearing bathing costumes that looked quite different to ours today. People would change in special bathing wagons set at the very edge of the sea to preserve their modesty!

Most of the beaches had a pier. There would be Punch and Judy shows, donkey rides, and fairgrounds. Bringing home souvenirs became fashionable with objects often showing a picture of the resort. They also enjoyed building sandcastles with buckets and spades and they started the tradition of eating fish and chips, seafood such as cockles, and ice-creams in the open air; a big change for Victorians who usually had very strict table manners. The idea caught on and these foods and activities continue to be popular at our seaside today.



Pupils will learn about a typical Victorian seaside trip and write a descriptive poem using poetic devices to imagine a Victorian child's first trip to the sea.



- To look at Further Resources section, pictures and text to research a Victorian seaside trip.
- To discuss pupils' experiences of the seaside and compare the similarities and differences to understand historical context and how ordinary people began to visit the sea for the first time.
- To imagine what a day trip as a Victorian child visiting the sea for the first time might be like.
- To write a descriptive poem using poetic devices to create meaning.



Victorian Britain, leisure, fashions, bathing suits, bathing wagons, travel, railways, food, poetry, metaphor, simile, rhyme, repetition.



Short text describing Victorian seaside (available above), a selection of pictures of Victorian seaside trips—outfits, bathing huts. The 'Further Sources' section contains links to online photographs and text that describe history of the Victorian seaside that could be used by the teacher. Papers and pens will be needed and access to the computer would be useful if it is available to pupils.



Ask pupils to discuss their own experience of the seaside and write a list of words they might use in a poem about the sea.

LESSON PLAN

1 Begin by sharing material with the class from the text provided and pictures of Victorian seaside trips, and if required, the information from the links and provided in the Further Resources section, to explain about how the British seaside trip began to be available in Victorian times. Discuss the advent of the railway and why this meant more people had access to the seaside and how the concept of the holiday was born.

2 Ask pupils to compare the material to their own experiences of the seaside. What are the main differences and similarities? What words are different? Maybe more things have remained the same than they first thought? The outfits and bathing huts seem quite dramatic compared to today but actually the Victorians enjoyed a similar day beside the sea to us.

3 Tell the pupils they are going to write a poem from the viewpoint of a Victorian child travelling to the sea for the first time. Can they remember their first visit to the sea? What might the day have been like for the Victorian child based on the material they have looked at—their journey, the outfits and the activities? What would they see, hear and feel? What new words can they add to their seaside list for the poem?

4 In groups or individually, pupils can then begin work on their own creative piece—a descriptive poem from the viewpoint of the Victorian child using poetic devices that build on their previous experiences of literary techniques, such as repetition and rhyme or metaphor and simile if appropriate. Encourage pupils to be as descriptive and creative as possible using some of the new vocabulary.

EXTENSION ACTIVITIES

- Older or more able pupils could further research the divisive class structure in Victorian times and look at how holidays differed even with changes in the leisure industry.
- Older or more able pupils could also read some of the classic Victorian poets and 'seaside' poems such as Coleridge's *Rime of the Ancient Mariner*, or Christina Rossetti's *By the Sea*, and attempt to write their own poem in a Victorian style.

DOTS AND DASHES

Make Your Own Signalling Machine

Key Stage Two

INTRODUCTION

Morse Code was first devised in 1837, and the first incandescent lamp was invented by Thomas Edison in 1879. In this lesson students will make use of both these innovations and see how they are still used in everyday life.



To build a complete and functioning electrical circuit signalling machine and use it to send messages.



- To create complete and functioning electrical circuits with switches.
- To understand why switches are used and how they work.
- To design and make a signalling machine.
- To understand why and where signalling machines are used.
- To experiment with different designs of circuits and machines.



Circuit, switch, electricity, signal, current, lamp, buzzer, wire, battery, Morse Code, series.



Corks, paperclips, metal drawing pins (2 each), electrical wires, batteries, insulating tape, wire strippers (to be used by the teacher), buzzer and/or lamp.



Introduce or refresh pupils' memories of electrical circuit symbols. Teachers could have pictures of the electrical symbols drawn on/stuck to a board and get groups to try and match up the symbol to the meaning i.e. battery, wire, switch, bulb, buzzer. Alternatively this could be done on worksheets instead.

If pupils have access to computers, they can test their circuit knowledge on

gwydir.demon.co.uk/jo/elect/intro.htm.

This site allows you to design circuits and test them.

LESSON PLAN

1 Teacher to introduce the idea of signalling by using a torch, and explain to class that they are going to design a build a circuit that can do the same job.

2 Ask pupils to design a circuit that uses a buzzer or bulb that can act as a signalling machine. This can be done individually or in pairs.

3 Give pupils instructions on how to build a switch: Press a thumb tack into a cork near one end. Before pressing it in completely wrap one end of the stripped wire around it. At the other end of the cork, about a paperclip's length away, put in another thumb tack—put the tack through one end of a paperclip first, wrap the second wire around this tack and press in. The switch is now built and the other ends of the wires can be used to construct the rest of the circuit.

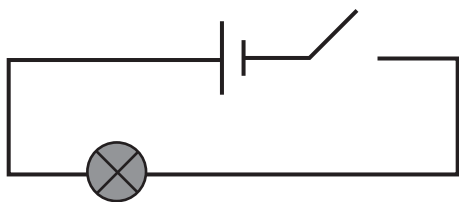


Fig 1 Example of circuit students should design to make a working signalling machine.

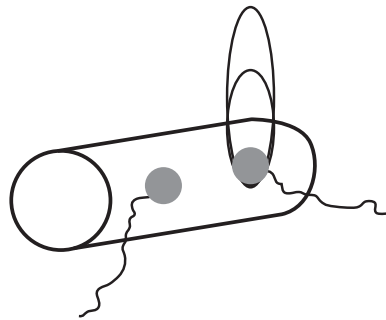


Fig 2 Illustration of switch construction.

4 Hand out sheets about the Morse Code 'Alphabet' and ask pupils to write a message out and encode it into Morse Code. Alternatively, the teacher can pre-prepare messages and then ask pupils to encode these.

5 Pair up groups or individuals. Using their signalling machines they must transmit their message to the opposite team for them to decode.

EXTENSION ACTIVITIES:

- Ask pupils to discuss and debate where signalling might be used and why it is important. Discuss different types of signalling.
- The practical part of the session could be extended by experimenting with different conducting or resistant materials i.e. aluminium foil and wood etc.

RAILWAYS AND THE INTRODUCTION OF TOURISM

Exploring Children's Seaside Experiences

Key Stage Three

INTRODUCTION

The Victorian Era

To use a modern phrase, Victorian Britain was a 'world super-power'. Why? Britain was only at war for two years - the Crimean War 1854-1856 - whereas in the previous century, Britain had been at war five times, each time for a period of not less than seven years. In addition, Britain enjoyed naval supremacy from the Atlantic to the China Seas that went unchallenged until the Second World War [at the Battle of Jutland in 1916]. These factors contributed to peace and stability and allowed industrial, economic and social expansion to occur despite trade pressures from abroad.

The Coming of the Railways

In 1825, the great Victorian engineer George Stephenson completed the first passenger railway, linking the coalmines of Darlington with the port of Stockton. Between 1820 and 1850, 6000 miles of railways opened across Britain. The rush to create new lines, called 'railway mania', started in 1837 and, with concentrated financial investment, continued until 1948. By the early 1850s, all the main routes in Britain had been constructed.

The coming of the railways had a great impact on people's lives, giving them an opportunity to travel further away from home, including taking day trips to the seaside. Near the beginning of Victoria's reign the railway carried about 5.5 million passengers, a figure which had increased to 111 million by the mid-1850s.

Development of Tourism

The building of railways was just one aspect of great industrial changes that occurred in the Victorian period which altered the physical landscape and affected people's lives. Other changes were increased industrialisation, economic growth and changes to people's social and cultural experiences, such as the development of tourism. Some people, particularly a number of upper class people, were apprehensive about the cultural changes that the opening of the railway network would bring. The Duke of Wellington reflected that 'they [the railways] would encourage the lower classes to move about'. This lesson looks at how the railways allowed people to travel to coastal towns, like Cromer, Sheringham and Wells-next-the-Sea, for the first time. Often, wealthier people holidayed, and the less affluent took a day trip.



To explore the history of railway expansion and the development of tourism in coastal towns and their effect on children's lives. In this lesson, pupils will decide whether to be a holidaymaker or a local resident and complete one, or more, of the suggested activities.



To understand how the extension of the railway network brought tourism to coastal towns and enabled ordinary people to holiday for the first time;



Railway, tourism, change, class, society, seaside, bathing, population, urban.



Access to the library to obtain books, access to the internet to research on-line sources, lined and plain paper, colouring pens/pencils, glue, scissors, rulers.



Read the information in the introduction to this lesson. Play the clip, *The Growth of Railways in England and Wales, 1778 to 1855*, (© The Science Museum) before talking about the railways. This can be found at: www.makingthemodernworld.org.uk/stories/the_age_of_the_engineer/01.ST.04/?scene=8

Discuss the coming of the railways and the development of tourism with pupils, perhaps with the aid of a slideshow of images (potential sources of which are listed in Further Resources). It will aid learning if pupils understand the position of the Victorian period relative to other historical timeframes that they have studied and the length of Queen Victoria's reign on a timeline of key events (see page 6). Pupils should also have some prior knowledge of the lives of Victorian children—this could be recapped as part of the starter activity.

LESSON PLAN

1 After discussing the coming of the railways and the development of tourism in the starter activity, ask pupils to obtain further information about the topics via information sources sheets containing text and images (to be created by the teacher using some of the sources provided in Further Resources, and/or independent research in the library or on the internet.

2 Pupils to either

- Adopt the persona of a middle-class tourist to the seaside, or the daughter/son of a local shopkeeper, tradesman or fisherman in a seaside town and create a letter, diary or poem describing their typical day, OR
- Design a bathing costume or item of clothing or hat to be worn at the seaside; designs should be sketched and annotated, explaining the drawing by writing descriptions of the construction and fabric used.

EXTENSION ACTIVITIES:

- Working with a partner, one as the holidaymaker and one as the local child, pupils could discuss their work, compare and contrast experiences, make notes and feedback their findings to the class.
- Play the video clip www.bbc.co.uk/learningzone/clips/william-wordsworth-lines-tintern-abbey/1516.html. Use the clip as the basis for a class discussion as to whether Wordsworth was right—have railways and improved transport links in general, been a force for good or bad in society? Were men like Wordsworth and Ruskin right to protest about the 'desecration of the countryside' or were they speaking out of selfishness? Wordsworth's poem, *Lines written a few miles above Tintern Abbey*, can be found at: www.rc.umd.edu/rchs/reader/tabbey.html.
- Pupils could work in pairs or small groups to discuss and debate the 'railway' art of the period and discuss their observations back to the class, e.g. what do pupils think the art tells us about Victorian society? For example, see images of *The Railway Station* by William Powell Frith, RA (1862) www.victorianweb.org/painting/frith/paintings/5.html and *Picture of Month* by W. Hopkins and E. Havell (1864) www.liverpoolmuseums.org.uk/picture-of-month/displaypicture.asp?venue=2&id=350, *Weston Sands* by W. Hopkins and E. Havell (1864) www.bbc.co.uk/arts/yourpaintings/paintings/weston-sands-41124, and *Early Morning—Cromer* by W. Collins (1864-5) www.tate.org.uk/art/artworks/collins-early-morning---cromer-n01910.
- Pupils who have sketched/illustrated a clothing design could make the garment they have designed.

FURTHER RESOURCES

VICTORIAN ENTERTAINMENT BY THE SEA

PUNCH AND JUDY TEMPLATES

Cut out resource provided by
www.mrpunchandco.co.uk
www.mrpunchandco.co.uk/downloads/stickpuppets.jpg

THE PUNCH AND JUDY CHARACTERS AND PUPPET SCRIPT

www.jacoblearning.com/HH/Hobbies/Puppets/Puppets-Scriptwriting.html

POSTCARDS AND PICTURES OF PUNCH AND JUDY FROM 1909-2003

www.punchandjudy.com/seaside.htm

PUNCH AND JUDY

Youtube
www.youtube.com/watch?v=K6LmZ0A1s9U&feature=related

THE HISTORY OF PUNCH AND JUDY AND PUPPETRY V&A

www.vam.ac.uk/content/articles/h/history-of-puppetry-in-britain/

PUNCH AND JUDY WEBSITE

Pictures, videos, and further information
www.punchandjudy.com

HOW MR PUNCH CAME TO BRITAIN AND STAYED AT THE SEA SIDE

Slide show presentation for children
www.puppetmagic.co.uk/schoolsworkshops/schoolspunch/index.htm

THE INVENTION OF HOLIDAYS!

COLLECTIONS OF VICTORIAN SEASIDE PICTURES FROM TES

www.tes.co.uk/teachingresource/VICTORIAN-SEASIDEPHOTOGRAPHS-3005590/

BBC HISTORY

Victorian Seaside
www.bbc.co.uk/history/british/victorians/seaside_01.shtml#three

TEXT AND INTERESTING COLOUR PICTURES

history.parkfieldict.co.uk/victorians/victorian-seaside-holidays

CHRISTINA ROSSETTI

By the Sea
classiclit.about.com/library/bl-etexts/crossetti/bl-crossetti-bythesea.htm

SOME SHORT TEXT AND PICTURES

www.bbc.co.uk/schools/primaryhistory/victorian_britain/leisure/

SAMUEL TAYLOR COLERIDGE

The Rime of the Ancient Mariner
www.online-literature.com/coleridge/646/

LIFE IN THE PAST

www.historyonthenet.com/shop/history/books/history-books-age-4-8/life-in-the-past-victorian-seaside-holidays-book.html

DOTS AND DASHES

ELECTRICAL EXPERIMENTS FROM THE SURFING SCIENTIST

www.abc.net.au/science/surfingscientist/pdf/lesson_plan11.pdf

HANDS-ON TECHNOLOGY PROGRAMME

Contains printable teachers materials, alternate form of this experiment and a Morse Code 'Alphabet'.
galaxy.net/~k12/electric/signal.shtml

SIMPLE ELECTRICAL CIRCUIT EXPERIMENTS AND BACKGROUND INFO

www.garyfallidou.org/en_simple_circuit_1.html

FURTHER EXPERIMENTS TO TRY

library.thinkquest.org/6064/exper.html

ONLINE CIRCUIT TESTER

gwydir.demon.co.uk/jo/elect/intro.htm

WIKIPEDIA PAGE ON MORSE CODE

en.wikipedia.org/wiki/Morse_code

INSTRUCTIONS FOR BUILDING A CIRCUIT SWITCH

www.gsc.org.uk/switchedon.aspx

BBC BITESIZE WEBSITE

Electrical circuit symbols
www.bbc.co.uk/schools/ks2bitesize/science/physical_processes/electrical_circuits/read3.shtml

RAILWAYS AND THE INTRODUCTION OF TOURISM

PICTURE NORFOLK

Picture Norfolk, owned by Norfolk County Council Library and Information Service, contains over 16,000 images relating to Norfolk life and history, and includes Victorian images, such as those taken by William Henry Finch (1816–1883) and his three sons e.g. Cromer; Donkey-riding on the beach (ref: NP00004640) and Thetford railway station (ref: NP00006447).
www.picture.norfolk.gov.uk

BBC HISTORY

The Victorian Seaside
www.bbc.co.uk/history/british/victorians/seaside_01.shtml

THE NATIONAL ARCHIVES

Victorians 1850–1901
www.nationalarchives.gov.uk/education/victorians

BBC HISTORY

Overview:Victorian Britain, 1837 - 1901
www.bbc.co.uk/history/british/victorians/overview_victorians_01.shtml

FASHION ERA

The Early Seaside Fashion History
www.fashion-era.com/early_swimwear.htm

THE INDUSTRIAL REVOLUTION

*Industry and Empire:
The Birth of the Industrial Revolution.*
Hobsbawm, E., (1999). 2nd ed.
London: The Penguin Group.

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www.victoriannightsnorthnorfolk.com