

THE VICTORIANS ON THE CANALS

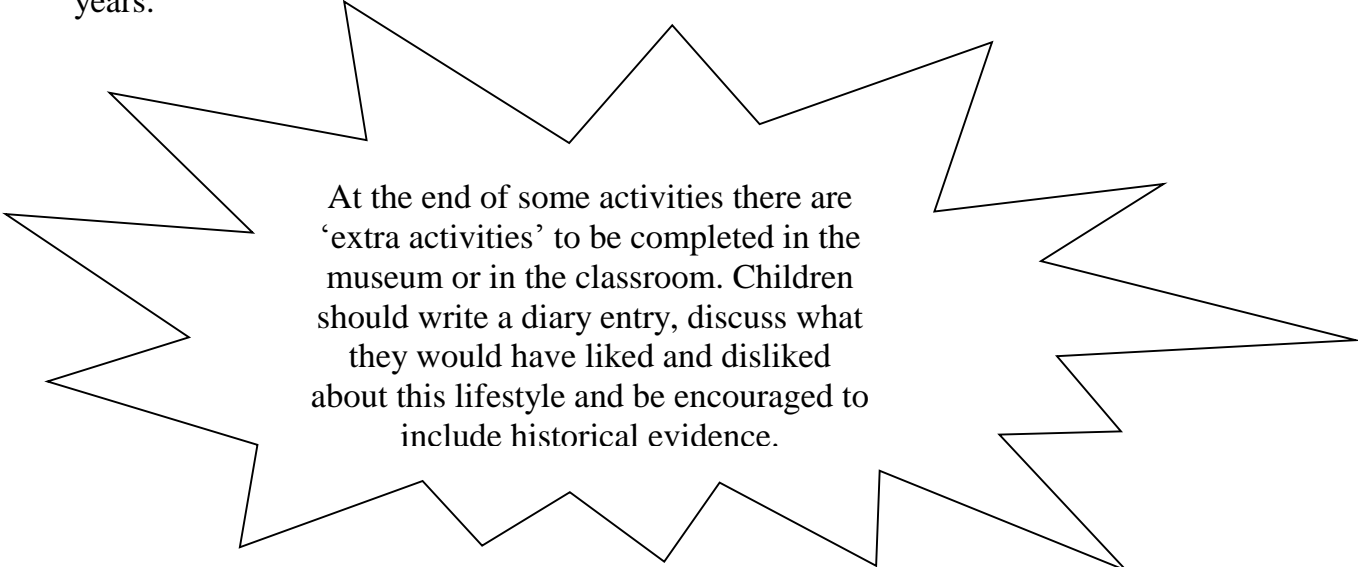
An education pack for Key Stage 2



Introduction

The London Canal Museum is an interactive, hands-on centre for learning about canals and the Victorian era. The Museum was built as a warehouse in the 1850's by Carlo Gatti, the famous ice-cream manufacturer. It offers adults and children of all ages the chance to learn about the lives of the people who lived and worked on or around the canals.

The Victorians on the canals is a set of stimulating activities for primary school children. The worksheets encourage interaction with the museum exhibits and empathy with the Victorian era, developing skills in interpretation and imagination. It provides an opportunity to practice key analytical and literacy skills outlined in the National Curriculum. The pack is suitable for those working at lower/upper Key stage 2. It works at attainment levels 3/4 in *Knowledge and Understanding of History* enabling students to analyse different historical situations to explain change and cause and identify aspects of everyday life which may or may not have changed over the last two hundred years.



At the end of some activities there are 'extra activities' to be completed in the museum or in the classroom. Children should write a diary entry, discuss what they would have liked and disliked about this lifestyle and be encouraged to include historical evidence.

The activity sheets are:-

Living conditions on boats

Canal children

Cargo handling

The ice trade

Ice cream in Victorian society

Horses

Canals and railways

Teacher's notes

Living conditions on boats

This activity sheet enables students to infer from the evidence what life was like and draw conclusions from the evidence. Discuss with the children the differences between the size of their own living space and the narrowboat, and simple amenities that we take for granted such as water and sanitation.

Canal Children

This task allows children to interpret what they read/see and extract information appropriately to answer the questions. It gives students a unique opportunity to contemplate how attitudes towards children have changed. When designing the poster encourage them to think about what would be important for future generations to know about them. This may be aspects of play, family life, or schooling.

Cargo handling

This activity encourages basic interaction with the museum exhibits and gives an opportunity to compare life now and in the Victorian era. Encourage them to discuss what they and their families would not have been able to do, for example how they would spend their leisure time.

The ice trade

This sheet centres on what has changed and developed in the last two hundred years. Persuade the children to speculate on what foods they would not have had if they did not have fridges. This task allows children to gain an understanding of the importance of canals for all trades during the Victorian period. The extra activity here requires understanding and logical thought. It is very rare now for thick ice to form on the canal, an indication that the climate is warmer than it was in Victorian times.

Ice Cream in Victorian Society

Using the ice trade as the basis for this activity allows the students to consider how different jobs affected lifestyle and gain an understanding of how life differed in Victorian society. The extra activity allows children to reflect on their own experiences. Role play may be a useful expansion on this activity, to gain a better understanding of different roles in society.

Horses

This sheet stresses the importance of the horse to the development of trade and transport. This activity has a small mathematical element which can be expanded on. Discuss how man would have had to care for the horses in order that he could work. Consider what forms of transport are used today and how they are powered.

Canals and Railways

This activity allows the students to consider why railways eventually took over from canals as the main form of transport. Encourage the children to make a list of advantages and disadvantages and suggest how people's lives and the local landscape would have been affected by the development of the railway system.

Living conditions on boats

When narrow boats were first used on the canal, teams of men worked on them and most families lived ashore. Work was hard but the pay was good, the boatmen were better off than the factory workers. Around the 1840s, canals faced competition from railways. The new railways were able to offer cheaper rates for carrying goods.



The boatmen's wages were cut, so families began to live on the boats to save money. The family worked for free. Most of the boat was needed for carrying goods; therefore the whole family had to live in a space only 3-4 metres long. It had to be cleverly designed as the space was used as a kitchen, living room and bedroom.

*(Move into the narrow boat **Coronis**.)*

1. Where did the family sleep?

2. What did they use for warmth and cooking?

3. Where did they keep clean water?

4. How did they decorate the living space?

5. Where did they keep food?

Turn over.....

Would you like to live in a narrowboat? _____

Give 3 reasons why.

1 _____

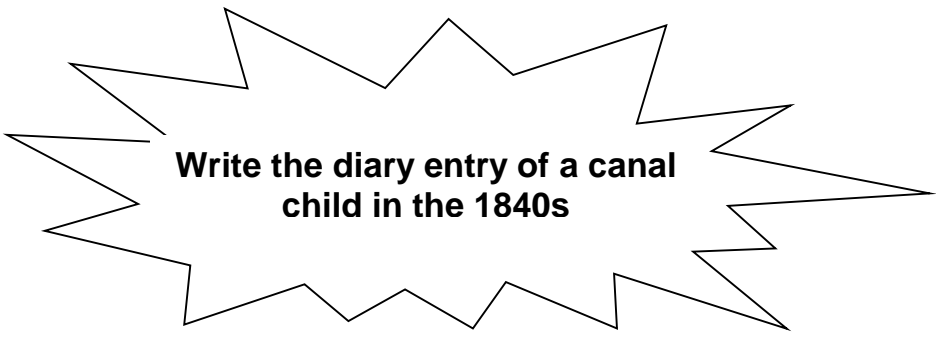
2 _____

3 _____

(Move to the upper level)

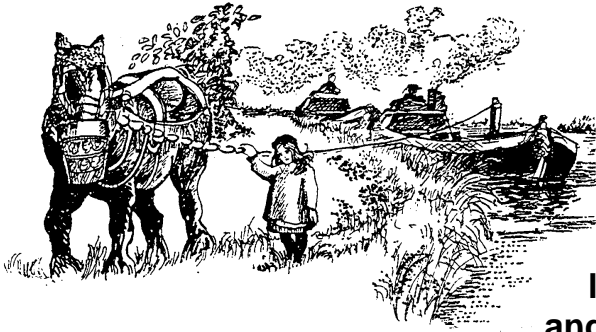
Compare your life today with the life of a Victorian Child

	My life today	Victorian Child
School		
Toys		
Playing		
Health		



**Write the diary entry of a canal
child in the 1840s**

Canal Children



Children lived and worked with their parents on the narrow boat. They could not go to school regularly as they were always travelling, so very few could read or write. They were in charge of leading the horse, opening locks and collecting fresh water. They

worked long days, sometimes up to 17 hours without being paid. In 1877 The Canal Boats Act tried to shorten working hours and improve conditions. In 1884 inspectors began to check that children were going to school.

(Look at the history display)

1. How many people lived on boats in the 1870s?

2. At what age did the children start work?

3. From the evidence what jobs did the children do?

4. Where did the children play?

5. Do you think it was dangerous working on the canals, and why?

Turn over.....

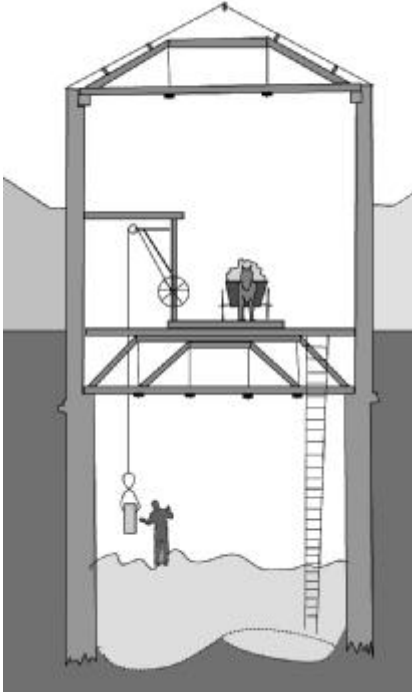
You have been asked to design a poster illustrating the life on the canals for children in the 1800s. Draw 4 activities which you think are the most important.

1.	2.
3.	4.

Look at the clothes on the display and compare the Victorian clothes with your own.

What has stayed the same?	What has changed?

The ice trade



Before the invention of the refrigerator, fishmongers, butchers and restaurants needed ice to keep food fresh. The ice was gathered from ponds, rivers and canals and stored in ice wells. This ice was very dirty and polluted. Due to the demand for ice cream, merchants like Carlo Gatti began to import ice in large quantities from places like Norway and America.

(Look at the display around the ice well)

1. How do we keep food fresh today?

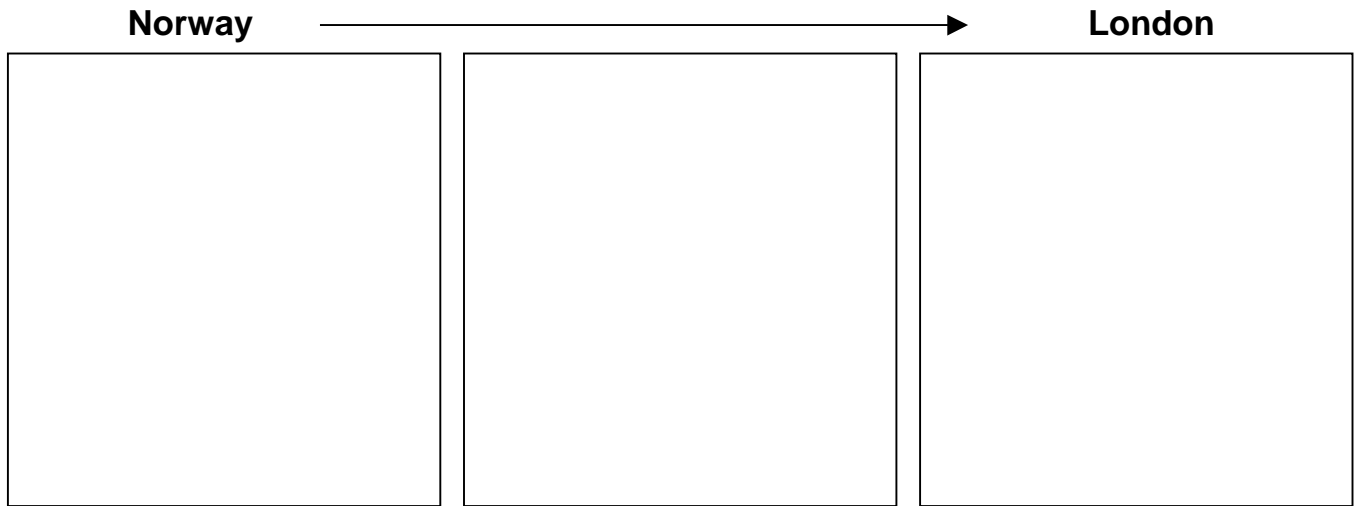
2. Why did the Victorians need to import ice?

3. Where did Carlo Gatti get ice from?

4. Where was the ice stored and how was it kept cold?

Turn over.....

5. Draw the 3 methods of transport used to get ice from Norway to London.



Label these methods of collecting ice, 1 – 8 so they are in order

Chutes wound their way around the mountain delivering ice to the ships.

The ice was lifted onto chutes with ice dogs.

The ice blocks were loaded using ice dogs onto the ships. Each ship carried 400.tons.

The ice cargoes arrived at Limehouse Basin.

The ice was ploughed by horse.

The ice was cut into blocks with metal saws.

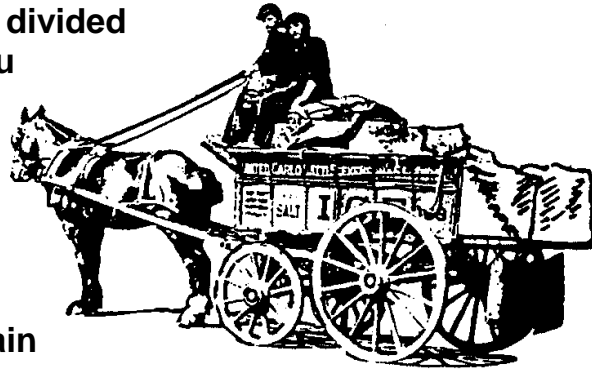
The ice was loaded onto straw lined barges for the journey to the ice wells.

Horse drawn carts delivered ice around London.

What does the ice trade tell you about the Victorian climate?

Ice cream in Victorian Society

Victorian society was divided according to the job that you had. As a result of the Industrial Revolution a group of people developed who made their money by owning the factories and running the industries. Cafes and restaurants opened to entertain



this new class of people. Ice cream was sold by street sellers or in the restaurants. At first only the rich could afford to eat it. The mass importation of ice by merchants meant that ice cream could be made more cheaply and therefore could be sold to everyone, including workers.

(Look at the Ice display and the Carlo Gatti screen)

1. How do you eat ice cream today?

2. How did the Victorians eat ice cream?

3. Carlo Gatti came to London in _____ as a poor man. How can you tell from the screen that the ice business was successful?

4. How did the Victorians keep ice cream and food cold at home?

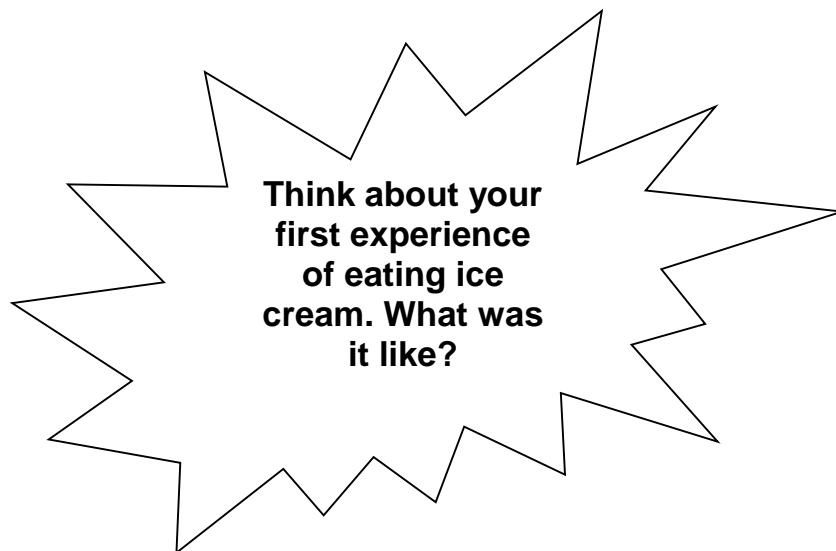
Turn over

5. What evidence is there that rich people ate ice cream but canal workers did not?

(Look at the 19th century ice boxes.)

List the differences between your fridge and the Victorian ice box

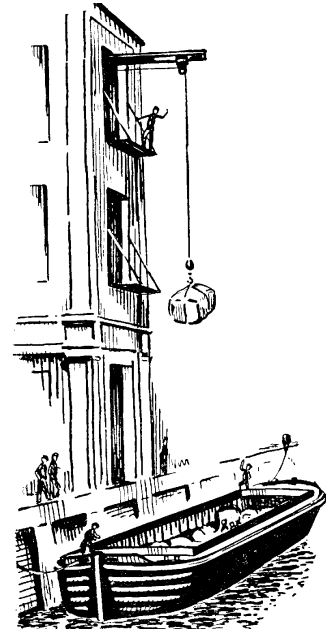
Ice Box	Refrigerator



Cargo handling

During the Victorian era, many mechanical devices were developed to make manual work as easy as possible. However there was no electricity and a lot of effort and muscle was always needed.

(Look at the wall display.)



Draw and describe the equipment used in the canal trade

Crab Winch

Sack Hook

Wall crane

Barrel Ramp

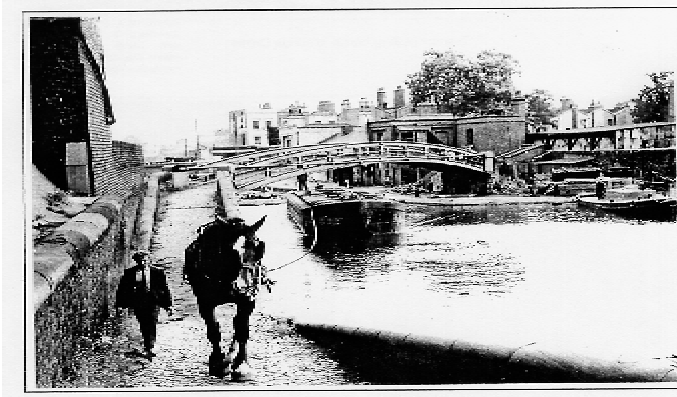
Cant pole

Barrel lever

Turn over

**Describe a day in your
life without electricity
or machinery.**

Horses



Horses were extremely important throughout the Victorian era. Teams of horses were needed to pull boats and to carry goods between the canal and the place where they were needed. They not only pulled barges and narrow boats but they also distributed

goods by cart and carried passengers around London. The horse would work very long and tiring hours and had to be well looked after. In Carlo Gatti's ice warehouse (a while after the end of the Victorian age) the horses were stabled on the first floor.

(Look at the Horse display on the upper gallery.)

1. How did the horses get to the stables?

2. What was fixed to the ramp so the horses' hooves could grip?

3. What animals kept the horses calm?

4. What job did the horses do?

5. How did the horses cope with the obstacle of a bridge?

Turn over

A horse and cart could carry 2,000kg of cargo

A horse pulling a barge of cargo on water could pull 8,000kg

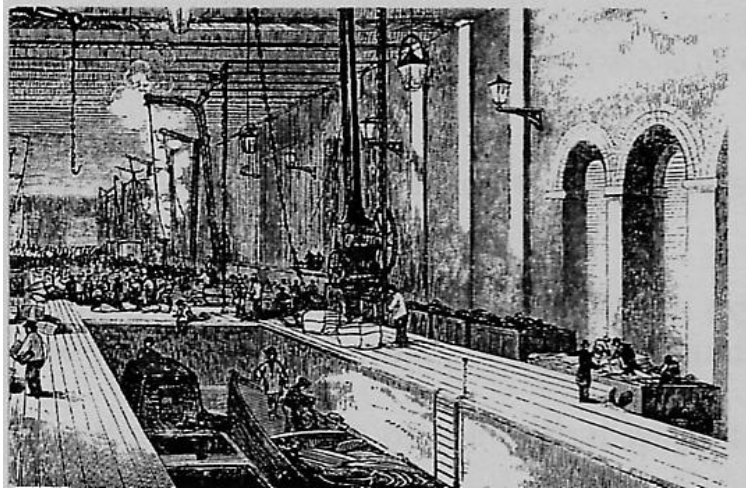
How much more cargo could a horse pull on water?

Why do you think this is?

Why would it have been important to keep the horse healthy and happy?

Canals and Railways

The Regent's canal opened in 1820. Only 17 years later in 1837 the first railway station opened in London. These two forms of transport worked closely together and the railways linked the canals to quarries and mines. Most of the railways were built along canal



routes and the canals served the railways carrying all the building materials to the railways. When Kings Cross station was built, canal basins were also built inside the nearby goods yard. Goods were loaded directly from the trains into the boats using cranes and coal chutes. Soon the railways began to take over all long distance journeys and the canals only dealt with short journeys or dangerous cargo.

(Look at the display about the Regent's Canal.)

1. When was the Regent's Canal built?

2. What crisis hit the canal on 22nd October 1874?

3. Why was this cargo carried by boat?

Turn over

4. What effect did the railways have on the canal trade?

5. What are the canals used for now?
