



Work

Teachers and Parents

This theme explores memories of work and employment during the early part of the twentieth century. It evokes a time shopkeepers, tradesmen and servants, delivery boys and rag 'o' bone men.

Please click the link below for suggestions on how to use the materials to support teaching and learning in a classroom setting.

[History Keystage 2](#)

[Drama Keystage 3](#)

[Other curriculum links](#)



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History Keystage 2

National Curriculum

Local History Study - **A study investigating how an aspect in the local area has changed over a long period of time, or how the locality was affected by a significant national or local event or development or by the work of a significant individual.**

Schemes of Work

Below are links relevant Schemes of work.

Scheme of work: **History Unit 13 - How life has changed since 1948.**

Objectives

What aspects of the local area has changed?

Activities

Using the extracts discuss the different types of work and employment that were prevalent in the local area before WWII.

Talk about what it means to do an enquiry. Introduce the two main questions and the topic areas. Explain that the enquiry is carefully structured in five stages. They will work in groups to research a topic and will present their findings using a timeline.

Outcomes

Identify some aspects of the local area that have changed

Suggested tasks

Divide class into groups to look at one of the following themes

- shopkeepers
- tradesmen
- servants

by identifying

- key characteristics
- key differences and similarities



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History Keystage 2 - continued

Ask the group to report back to class and then as a class explore the reasons for change e.g., *the Welfare state, pensions, public health and safety, education and technology.*

Written work: Ask students to choose one of the examples of employment from the past and explore if its has a modern counterpart.



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Drama Keystage 3

1. Using the stimulus '**Seasonal work**' from the section **Children at work**.

In small groups, use the final paragraph to create a series of frozen images, depicting the boy leaning over the pool and falling in. The others should be his friends and should show clearly how they feel about what he is doing in each picture. Either play appropriate music or narrate the text to the changing images. Find an effective way to move, as a group, between images. Rehearse and perform. (*suitable for Year 8*)

2. Read the page **Into Service**, and explore status through playing '**Master and Servant**':

In pairs, one person, as master, sits on a chair and orders the other, the servant, to do tasks e.g., 'make me a cup of tea'. The servant has to obey but must ask the master for help to get him/her out of the chair, e.g., 'I can't reach the sugar, can you help?'. The master has to help when asked as soon as they get out of their chair, the servant sits on it and takes over as master.

- *Extension* - discuss the notion of status as power. Who has the most status in school or in Brighton and who has the least? How do you know? As a class, list the things that show somebody has high or low status e.g., job with power. Include things that show somebody has personal status (is able to be assertive) e.g., clear, confident voice, upright body language, eye- contact etc. Do the same to identify somebody with low status.
- You could ask the class to demonstrate a frozen picture of someone with high, low and medium status (perhaps in groups of three, so they can be compared in one image).
- Agree on ten different levels of status, with ten being the highest, one the lowest, and five in the middle. Ask individual students to demonstrate, say status level three or seven, with the class's help.
- When these levels are clearly understood, in groups of three, pupils devise a short scene set in a house in the 20s. One person is the master or mistress, one a lesser member of the household e.g., the cook and one a lowly servant girl or boy. The pupils should choose an appropriate status for their character and the scene should make their status clear. This scene should make the point that status depends on the others in the scene and can change. What would happen if the king turned up in the household, for instance?
- Next, go round the groups and give each student a status between one and ten, regardless of the character they are playing. Ask them to re-devise the scene, making the new status's clear. What happens? This exercise draws their attention to how status can be achieved through voice and body- language as well as being an excellent way to create an effective character. (*suitable for Year 8*)



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Other curriculum links

Geography: Explore the different types of jobs described in Shopkeepers, and then ask the class to list the types of jobs and industries in the local area. As a class recreate a map of the different types of jobs and industries within the local area. This links with **Scheme of Work, Geography Keystage 1 and 2, Unit 6, Section 4.**

ICT: Linking on from the Geography task above, ask students to create a database of the different jobs and industries in the local area by creating fields and categorising information. Then ask the class to repeat this process with the different jobs and industries from the past. Once they have completed this, guide them in presenting this information in graph or chart form. Ask the class to make comparisons. This links in with **Scheme of Work, ICT Keystage 1 and 2, Unit 3c.**