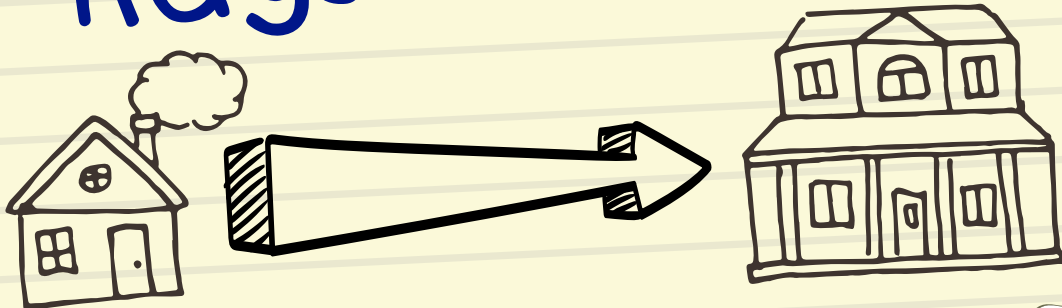


Rags to riches



Completed in 1900, **Russell Gardens** belonged to Dover paper manufacturer Edward Barlow. Use the site to compare the lives of his family and his workers through role play, and to join in with some **Victorian/Edwardian children's games**.

Suitable for KS1 and KS2

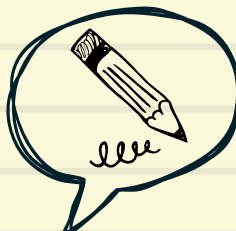


Curriculum areas covered:



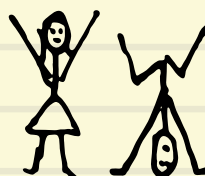
History

Continuity and change
Significant local people
and events



English

Spoken language
Comprehension
Non-fiction



Physical Education

Sustained
activity

Before your visit:

- Look briefly at the biography of Edward Percy Barlow, paper manufacturer, who completed Kearsney Court, the house at the north end of Russell Gardens (see **Paper resource sheet 1** or online here).
<http://www.kearsneyparks.co.uk/About-the-parks/People/Edward-Percy-Barlow.aspx>
- Look at the photographs of the Barlow family (see the **Time travellers resource sheet**, or follow link below to view online). Talk about what the pupils imagine the life of the children in the photographs might be. Look at their clothes – what games do you think they played? Adults are shown playing tennis but can they see any spaces for children to play in the photographs?
<https://www.flickr.com/photos/136100065@N03/albums/72157677994858281>
- Look in particular at the picture of Barlow's funeral, contrasting the clothing of the chief mourners and the watching children. Share a clip of memories of a man who worked in Barlow's Buckland Paper Mill. The clip includes old photographs: talk about the conditions under which the women in the photographs worked (including improvements Barlow introduced) and the way their families might have lived. You can find the clip online here ('Rag House').
<https://www.youtube.com/playlist?list=PL96081FBDB8255075>
- If you are studying Victorian/Edwardian working conditions or literature from this period (e.g., The Secret Garden), compare what they see in these images with what they already know.



Where to go:

- Collect the **PUPILS' GREY RESOURCE RUCKSACKS** then go to Russell Gardens.





During the visit:

- Walk around the gardens. Emphasise to the children that this was not a public park, but a garden for a single family. Ask them to identify places they see in the historical photographs.
- Ask them to imagine an encounter between a child who lives in the house and the child of a worker in the paper mill. Do model interviews with individuals playing the two children, then ask the pupils to pair up, each playing one role and asking each other questions about their lives. Discuss and make a note of any areas they want to research further back in the classroom.
- Introduce the children to Victorian/Edwardian children's games, and play some in the garden. You could set up a carousel with children playing:
 - **Tom Tiddler's Ground:** define a territory and choose one child to play Tom. Tom stands within the territory and tries to catch children who trespass on to it.
 - **Tag:** one child is 'it' and tries to catch others. Child says tag when touches another child, who becomes 'it'.
 - **Skipping with ropes.**
 - **Catch with a ball.**
 - **Musical seats:** make a circle of bags with one less bag than the number of children; adult claps or sings and children sit down on bags when the music stops; child left standing is removed, along with one bag each time.
 - **Marbles.**

After the visit:

- Research areas pupils have highlighted and ask them to write up what they have learned in the form of 'A day in the life of...', choosing one of the two characters.

Resources during visit:

- Use on-site **GREY RESOURCE RUCKSACKS** for **Time travellers resource sheet** and **My ideal garden: Thomas Mawson resource sheet 2** to look at photographs, as well as clipboards and waterproof mats in case of rain.
- **School to supply:** writing materials (pens/pencils and paper), skipping rope, soft balls, marbles (if available).

Curriculum links:

History:



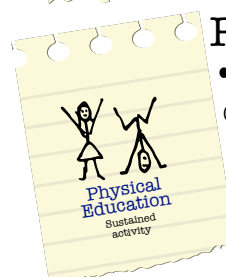
- Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.
- Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.

English:



- Participate in discussions, presentations, performances, role play, improvisations and debates.
- Composition (articulating ideas and structuring them in speech and writing).

Physical Education:



- Are physically active for sustained periods of time.
- Lead healthy, active lives.

Resource Sheet - Kearsney Parks Sketch Map

