

TUNNELWORKS

KS3 HISTORY LESSON 1

TEACHERS' NOTES

Sir Joseph Bazalgette, the Great Stink, and Huguenot Immigration

About this project

Students use supplied research web links to investigate the life of Sir Joseph Bazalgette, a Huguenot descendant who developed London's first sewerage system, and the link to the new Thames Tideway Tunnel system. They can also explore issues around public health in Victorian London and historical refugee movements, choosing up to three lines of enquiry which involve considering and exploring different evidence sources and their validity.

Learning outcomes

Pupils study:

- **Sir Joseph Bazalgette:** All students start by researching Sir Joseph Bazalgette, looking at evidence sources about his life, career and family in order to write a Victorian style obituary for him. They need to think about how to ensure the evidence they have found is correct and credible.
 - **The Great Stink:** Students follow lines of enquiry to discover how the health of London was changed when Sir Joseph Bazalgette was commissioned to design and build the first sewer system. The research students carry out will enable them to write a persuasive letter campaigning for better public health during Victorian London.
 - **The Huguenots:** Students research and investigate the mass migration of the Huguenots to London from France in the early 16th century. They discover the reasons for their arrival and how they assimilated into life in the capital, their skills and occupations. They consider what it must be like to leave your home and travel to an unknown country with a different language, culture, religion and food. They demonstrate their evidence gathering by writing a modern newspaper article about the mass migration of the Huguenots.
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Objectives and outcomes of your project

At the start of this project, discuss with your class what a good outcome might be and how students will present their learning. They might want to consider a display board or a large scrap book containing their obituaries, articles and letters.

Lesson resources

- Teachers' notes.
 - Prior learning PowerPoint presentation.
 - Three student enquiry worksheets.
 - Project research web link information.
 - You will need class ICT access if you would like pupils to do some of the research in class.
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Research web links and homework

We have provided project research web links for each of the three lines of enquiry which your students will find at the end of each of the three Worksheets. The links were correct at the time of adding to the Worksheets, however we recommend you check each link before allowing student access.

Timescales

This project is designed to be as flexible as possible so you can fit it into your local teaching and learning plans, however all students should start with the enquiry into Sir Joseph Bazalgette before pursuing one or both of the further enquiries.

Curriculum links

KS3 History, Year 8:

- Ideas, political power, industry and empire: Britain, 1745-1901. A local history study - a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality - Britain as the first industrial nation – the impact on society.
- Pursue historically valid enquiries including some they have framed themselves, and create relevant, structured and evidentially supported accounts in response. They should understand how different types of historical sources are used rigorously to make historical claims and discern how and why contrasting arguments and interpretations of the past have been constructed.

Presentation: Connecting to the Thames Tideway Tunnel

This four-slide presentation sets the scene for the student tasks. The Thames Tideway Tunnel will have a considerable effect on the cleanliness of the River Thames for the next 100 years and beyond. It will, in effect, be doing exactly what Sir Joseph Bazalgette's Victorian tunnel did in the 19th century, improving public health and creating a healthier river for Londoners, flora and fauna.

Slide one: You poo too video

This 2 ½ minute film explains why the new Thames Tideway Tunnel is being built.

Slide two: Image of the Great Stink

- The Great Stink happened in central London in July and August 1858 when hot weather combined with city's untreated human waste and industrial effluent that was present in the River Thames to create an appalling smell.
- Not only was the smell awful, but the amount of raw sewage in the river meant contagious disease was rife, with many outbreaks of cholera resulting in high mortality rates.
- The Great Stink was the trigger for Parliament to finally decide something must be done to clean up the River Thames.

Slide three: Image of Sir Joseph Bazalgette

- He engineered, designed and built the first Victorian sewerage tunnel system under London, completed in 1885.
- The new sewerage system greatly reduced the amount of raw sewage and effluent from the city flowing directly in to the River Thames, by collecting it and sending to outfalls lower down the Thames estuary. Victorian Londoners hadn't fully understood the link between poor hygiene and terrible diseases such as cholera and typhoid.
- The sewerage system helped clean the River Thames and improved the health of the Londoners who lived there.

Slide four: Image of Huguenots

- Sir Joseph Bazalgette was of Huguenot descent.
- They were French Protestants who were forced to leave France due to religious conflict, and sought refuge in the south-east of England (mainly London).
- They are an example of one of the first mass movements of refugees.
- They brought many skills with them to England, such as silk-weaving, silver-smithing and market gardening.

Worksheet 1: Research and write an obituary for Sir Joseph Bazalgette

After you've shown the presentation to students explain that they will be investigating Sir Joseph Bazalgette and writing an obituary for him, building on the information they have already. Discuss with the class what information should be included in an obituary. You may want to use the Isambard Kingdom Brunel obituary in the research web links to steer the discussion, and for writing style guidance.

Students will find lots of information using the supplied research links, however, they cannot assume that all the information available is correct. Discuss how they can verify the evidence.

The task places the students in 1891 but you may prefer to ask them to write an obituary in a modern style.

Worksheet 2: The Great Stink - Writing a persuasive letter to the Prime Minister, Benjamin Disraeli

Students imagine they are a public health campaigner working for the Society for Public Health during the period of the Great Stink, in 1858. They must write a persuasive letter to Benjamin Disraeli, the Prime Minister, campaigning for improved public health.

They need to research what life was like in Victorian London in the lead up to the Great Stink, how diseases such as cholera were found to be waterborne and not airborne as first thought, and how public health was improved by the sewerage system Sir Joseph Bazalgette designed and built.

The task places the students in 1858 but you may prefer to ask them to write their letter in a modern style.

Worksheet 3: The Huguenots – what's their story?

Students imagine they are a modern investigative journalist and write an informative and historically correct article for a national newspaper, about the mass movement of the Huguenots to England and report on their experiences. In the task, the editor has asked for a 300-word article but you may wish to change this to suit your class.

Extension Activity: Modern refugee comparisons

If you feel it is appropriate for your class, an extension activity would be for students to compare the experiences of the Huguenots with those of immigrants today. In the Research Web links you will find some links to the current international refugee crisis. Students can find out what it's like to be a refugee today and compare this with the issues and challenges Huguenot refugees faced.