

TUNNELWORKS

KS2 HISTORY LESSON 2

TEACHERS' NOTES

About this project

Pupils explore the Peek Frean biscuit factory, the products it made and the influence it had on the local area and community. The Peek Frean biscuit factory has been chosen as a local history study as it provided Bermondsey and Rotherhithe with a major source of employment from 1866 until it closed in 1989, and for decades the area was known as Biscuit Town. The company employed generations of local residents (its workforce numbered 4,000 by the 1940's) and was in effect seen as a "village" with a community providing a myriad of social activities for its employees that reached out further than the factory boundary and into the wider community. And, there's lots of online archive for you to explore with your class.

Within this lesson plan, pupils can pursue up to three lines of enquiry:

- The Peek Frean factory and the products it produced: The reasons for its location and why it made the products it did. What difference did the factory make to the local community?
 - The people: Who worked there? Comparing lives then and now.
 - Timeline context: Placing the Peek Frean company in a local and national timeline, connecting it to key events such as Queen Elizabeth II's coronation or the world wars.
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Objectives and outcomes of your local history project

At the start of this project discuss with your class what a good outcome might be and how the class will present their learning. If possible they might want to create a display board at a local library, shopping centre or similar local community location.

Or they might want to present to parents or another class at the school – maybe they could conclude the project with a performance or role play activity. Presenting their work to the local community or to parents, can help pupils understand the importance of accurate learning and reporting of their findings and can also help lead to a sense of project ownership and focus.

Lesson resources

- Teachers' notes
- Prior learning PowerPoint presentation template
- Three pupil enquiry worksheets
- Timeline dates master list
- Local study online web links
- You will need class ICT access if you would like pupils work in pairs or small groups to complete some of the research activities.

Timescales

This project template is designed to be as flexible as possible so you can fit it into your local teaching and learning plans.

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Learning outcomes

Pupils can:

- Follow lines of enquiry to discover how a local community can be affected by the presence of a large organisation, company or building.
 - Consider the different ways in which historical information can be researched e.g. finding photographs, images or pieces of writing e.g. diaries via the Internet; by visiting archive collections at specific places e.g. local library; talking with key people e.g. archivists or people who may have lived or worked in an area of historical importance.
 - Empathise with the people who lived near or worked for Peek Frean and consider what it would have been like to live at that time; what were the positive and negative things about living then?
 - Create a timeline and place local events into context against key events in national and world history.
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Curriculum links

KS2 History Year 5 and 6:

- Pupils develop a chronologically secure knowledge and understanding of British, local and world history
 - 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
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Prior learning: Connecting to the Thames Tideway Tunnel

The new tunnel will have a considerable effect on the cleanliness of the River Thames for the next 100 years, and beyond. Introduce the idea that events and actions happening now will be seen in the future as historical events. Use the presentation to help the class understand this before moving on to introduce your chosen study object.

Slide one: You poo too video.

Slide two: Image of the Victorian tunnel designed by Sir Joseph Bazalgette.

Slide three: Image of the Lee Tunnel, part of the new Thames Tideway Tunnel.

Slide one: Explain that now we're going to watch this film so we can understand why a new tunnel is being built under the River Thames (to make it a much cleaner river).

Slide two: This is a picture of one of the Victorian sewerage tunnels built by Sir Joseph Bazalgette and completed in 1885. At the time, this system was brand new and seen as modern and exciting, as London had not had a sewerage system before. Now, we look back at this project as being of historical significance as it not only helped clean the River Thames but also improved the health of the Londoners who lived there at the time.

Slide three: This is a photograph of the Lee Tunnel, part of the new tunnel system being built by Tideway. It looks very modern compared to the Victorian tunnel. This new tunnel is being constructed because the population of London has massively increased since Sir Joseph Bazalgette's time was built, which means there's much more sewage ending up directly in the River Thames again. The new tunnel will again clean up the River Thames and in the future, people will look back at the creation of the new tunnel and recognise its historic importance.

After you've shown the presentation to your class ask them to think about other current events that they think, in 100 years' time, people might look back at, and recognise as historically important. Examples might be the birth of Prince George or Tim Peake being launched to the International Space Station.

Exploring an organisation and the products it made

Using **Worksheet 1**, pupils research and answer questions about Peek Frean, the organisation, in its historical context and investigate the products made within the factory. You may wish to add your own questions. On the reverse of the worksheet pupils are asked to draw and colour in a biscuit tin based upon an image of a Peek Frean biscuit tin which you will need to find online. We suggest you search for 'Peek Frean biscuit tin image'.

Pupils will also need an image of the Peek Frean biscuit factory which can also easily be found online using the online web links on page 7.

This could also be a good opportunity for the class to consider how Peek Frean began making biscuits on this site in Bermondsey. Why did the factory look as it did? Why was it called 'the biscuit factory'? Why was Bermondsey known as 'biscuit town'?

As an extension activity, pupils plan, build and decorate their own biscuit tin (a 3D model created from recycled cardboard or similar):

- Ask pupils to bring in materials (e.g. cartons, tubes, cardboard) they want to use in order to make their biscuit tin and support these with classroom resources.
- Pupils will need to have a print-out of Peek Frean biscuit tin examples to help inspire them to recreate their own.
- Pupils then need to decorate their biscuit tin. They could use paint, felt tips, stickers, sequins, glitter etc. Ask them to consider who they would like to buy their biscuits and tin – this might affect how their biscuit tin is decorated.

A further and natural extension activity would be for the children to create their own biscuits or cookies! You can find some simple biscuit and cookie recipes here:

www.bbcgoodfood.com/recipes/collection/kids-cookies.

Discovering the people who worked for Peek Frean

Using **Worksheet 2**, pupils research and answer questions about the people who worked in the Peek Frean biscuit factory. You may wish to add your own questions. Pupils will need an image of a person or group of people who worked at the Peek Frean biscuit factory. This can easily be found online using the online web links on page 7. On the back of the worksheet pupils are asked to imagine themselves living at that time and working in the biscuit factory. Pupils draw a self-portrait of themselves wearing clothes from the time.

An interesting discussion to have with your class would be the idea that not all children went to school in the past and that the school leaving age has changed over time:

- Explain that many poor children didn't go to school because their families couldn't afford it.
- It wasn't until 1880 that attending school became compulsory for all children aged between 5 and 10 years old. What do the class think the children did when they left school at aged 10?
- In 1900 the school leaving age was raised to 12-14 years of age (dependent on family circumstances).
- In 1972 the school leaving age was raised to aged 16 (it's now 18 effectively).
- Ask the class to imagine it's their last day at school today – what jobs could they do?

As extension ideas, ask pupils to imagine they are writing a letter home to their family and describe for them what a typical day is like for you, working at the Peek Frean biscuit factory. What do you do? What are you wearing? What is life like? They could also draw a picture of themselves or others who worked there. Alternatively, pupils could create poems about what life was like then.

An alternative extension activity would be to ask pupils to imagine that they're a reporter for the local Bermondsey newspaper; they have to imagine interviewing someone who works for Peek Frean and write a small article to go in the local paper.

You can then create a display board of their newspaper articles, letters, poems etc, and invite parents to an end-of-topic display once all the tasks have been completed.

If you're planning on creating an end-of-project presentation to parents, you might want to consider role play and dressing up as part of this. Children could dress up in clothes from the Peek Frean timeline (e.g. Victorian or early 20th Century) and present poems or old-fashioned nursery rhymes or read aloud their letters as part of the end project.

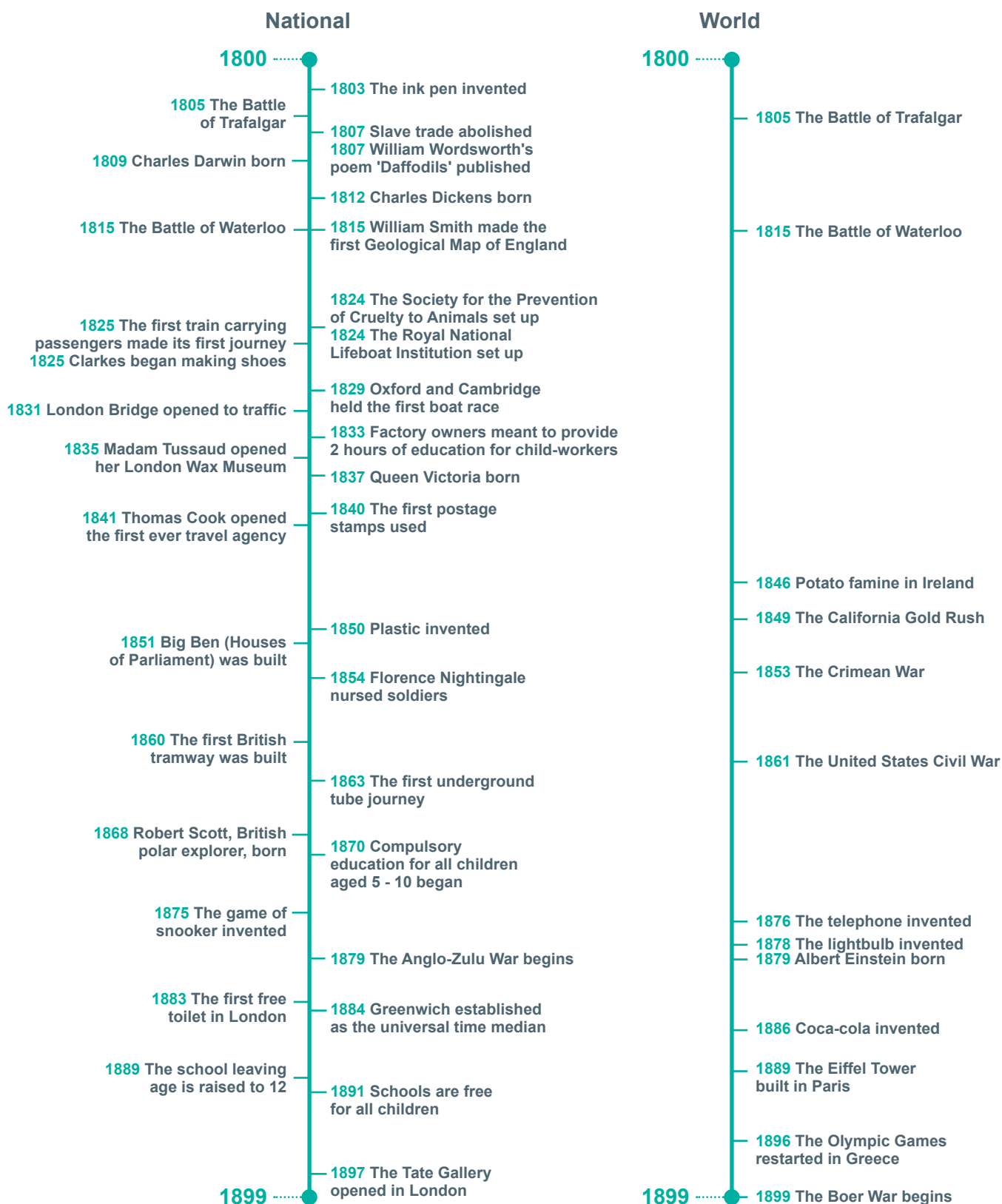
Create a Timeline

Using **Worksheet 3** pupils create a local, national and world timeline.

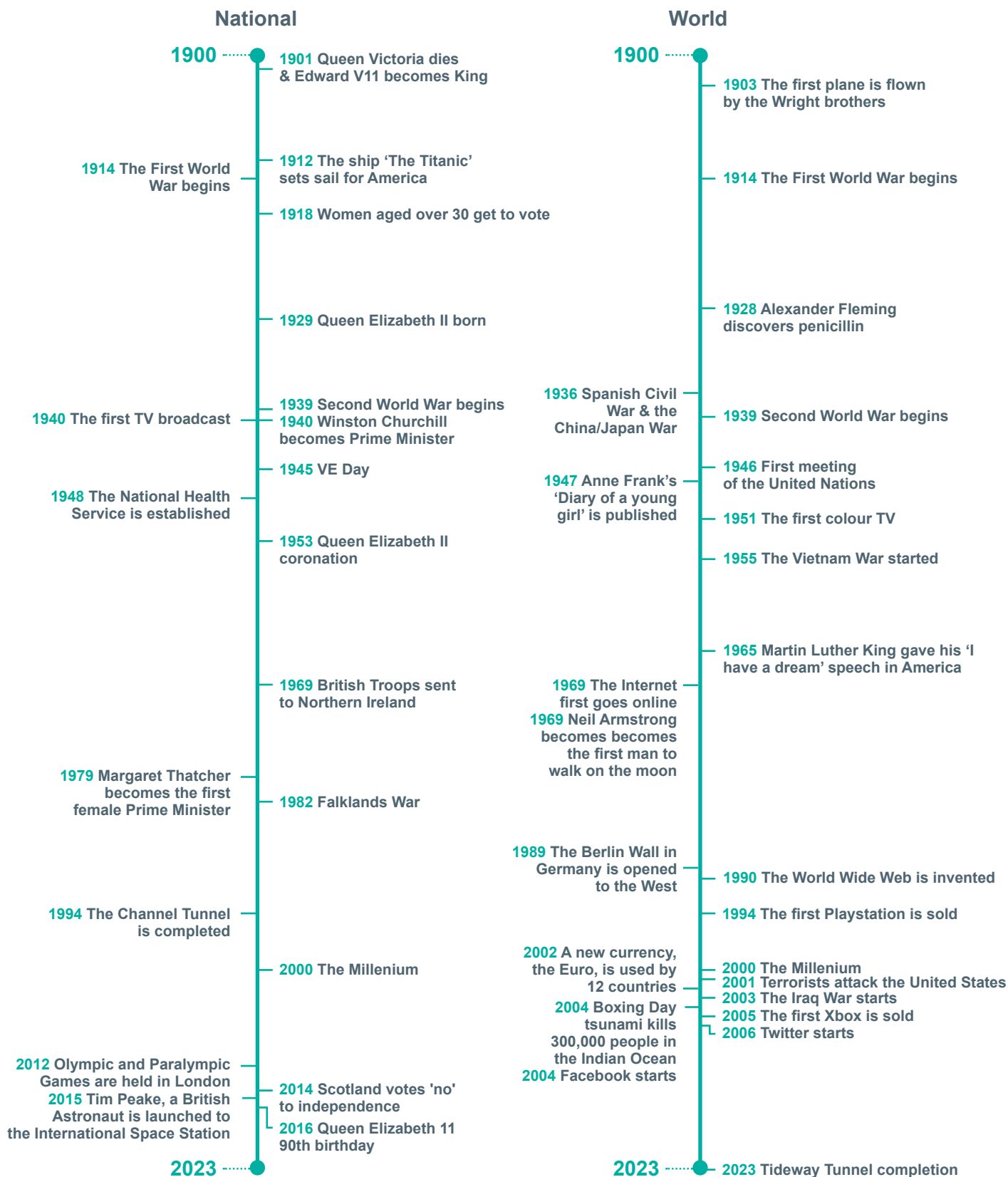
- Photocopy the Worksheet 3 so that each pupil has a copy.
- You will find some key dates on the world and national timelines but we have also created a timeline dates master list containing other key dates (nationally and world-wide) from 1800 to date. You might want to show this to pupils and ask them to consider which other dates are key to them and that they would want to add to their national and world timelines. Why have they chosen these events?
- Pupils use the timeline to help them research the local and historical timeline of the Peek Frean Biscuit Factory (e.g. key events such as when it was built, when it started producing biscuits, when it closed etc) as well as other local dates or events.
- Pupils can see how local events fit in with national and world key events e.g. the Queen's coronation, WW1 etc.
- Pupils could support their timeline with key facts about the events they've identified and images they've found online.

As an extension activity, ask pupils in groups to think about and try to predict what key events might happen in the future – locally, nationally and worldwide. This can be a fun activity where children can really use their imaginations. You could also explain that things that are happening right now will one day themselves become part of our history, e.g. the completion of the Thames Tideway Tunnel (local) and Tim Peake becoming the first British astronaut to serve on the International Space Station (national).

TIMELINE DATES MASTER LIST 1800 – 1899



TIMELINE DATES MASTER LIST 1900 – 2023



PEEK FREAN LOCAL STUDY ONLINE WEB LINKS

Peek Frean archive and research material can be found online here:

<http://www.shadyoldlady.com/location.php?loc=764>

<http://www.exploringsouthwark.co.uk/peek-freans-biscuits/4590025725>

<http://www.peakfreans.com/history/index.htm>

<https://www.youtube.com/watch?v=4SwVK8nQqqY>

Please note that online links can change so please double-check before giving to pupils.