

MAYOR OF LONDON

THE LONDON CURRICULUM
HISTORY KEY STAGE 3

SOCIAL REFORM IN VICTORIAN LONDON



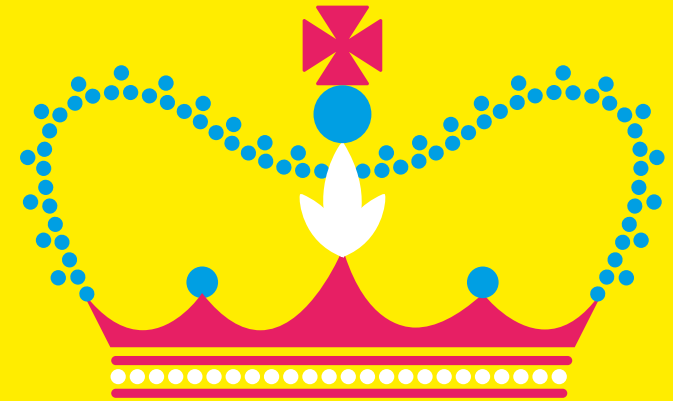
THE *BLACK*
CURRICULUM

THE LONDON CURRICULUM

PLACING LONDON AT THE HEART OF LEARNING

The capital is the home of innovations, events, institutions and great works that have extended the scope of every subject on the school curriculum. London lends itself to learning unlike anywhere else in the world. The London Curriculum aims to bring the national curriculum to life inspired by the city, its people, places and heritage.

To find out about the full range of free resources and events available to London secondary schools at key stage 3 please go to www.london.gov.uk/london-curriculum.



History in the London Curriculum

London is one of the world's oldest, largest and most successful cities. Drawing on London in the teaching of history can bring to life not just the stories of the city, but of the country and the world. London Curriculum history teaching resources aim to support teachers in helping their students to:

- ♦ **DISCOVER** the ways key historical periods and events in the new national curriculum unfolded in London.
- ♦ **EXPLORE** the way that the city's character and appearance has been shaped by historical events and how the stories of London are told through its museums, institutions and landmarks.
- ♦ **CONNECT** their learning inside and outside the classroom to develop their historical enquiry skills through investigating issues, evaluating evidence, reflecting on the lives of Londoners in the past and drawing conclusions.

UPDATE: EMBEDDING BLACK HISTORY

In October 2020, the Mayor announced a new partnership with **The Black Curriculum**. We wanted to support London teachers with the knowledge, tools and confidence to teach Black history throughout the entire academic year - not just during Black History Month.

The Black Curriculum led an expert review of all three of the London Curriculum's history units: **Social Reform in Victorian London, World City and London at War**. It was crucial to listen to young voices where The Black Curriculum consulted with diverse young Londoners from the Mayor's **Lynk Up Crew** and **Peer Outreach Workers**. We were grateful for their time, and thank them for helping us gain a deeper understanding of their school experiences and for sharing their ideas for improvements.

Lynk Up Crew
<http://bit.ly/LynkUpCrew>

Peer Outreach Workers
<https://www.london.gov.uk/peer-outreach-workers>

We were pleased to accept all recommendations put forward in The Black Curriculum's subsequent review – from small language tweaks to entirely new activities and content pages. We are proud of these changes and you can learn more about them on the next page. We hope that being transparent about the journey we have taken will encourage others to do the same.

Hackney Council have also recently launched their own resources called **Hackney's Diverse Curriculum – The Black Contribution**. These cover a broad range of subjects and key stages, and are free to all teachers. You can find out more here: www.hackneyservicesforschools.co.uk/extranet/hackneys-diverse-curriculum

We hope teachers across London will enjoy using our resources, and others, to support London-inspired teaching whilst helping to embed more Black history into the curriculum.

- London Curriculum Team



**THE BLACK
CURRICULUM**

"We are a social enterprise founded in 2019 to address the lack of Black British history in the UK Curriculum. Through campaigning for national curriculum changes, supporting teachers and delivering arts-focused Black history programmes, we believe we can enable social change.

Our project with the London Curriculum ties in with our key aim to support more young people to develop their sense of belonging and identity. Through our consultation on this resource, we hope to support more teachers to teach Black British histories accurately within their curriculum. We also wanted to ensure that history specifically reflects the identities, culture and histories of Black Londoners."

Find out more about The Black Curriculum:
www.theblackcurriculum.com

What have we changed in this resource?

- ◆ We have provided more information to explain how colonisation was key to the success of Britain's industrialisation. Without resources from overseas territories, Britain would have been unable to build the Empire.
- ◆ We have removed the previous featured image of Charles Booth's poverty scale, based on feedback from young Londoners in our focus groups. We have instead provided greater clarity on the classifications used in Charles Booth's poverty scale to avoid misconceptions and help students understand how this scale was used before. This resource also allows students to access modern day deprivation measurements used in Britain.
- ◆ We have also changed several activities within this resource to be sensitive of economic differences between students when exploring poverty and perceptions of affluence. For example, we adapted previous activities that encouraged students to compare wealth in modern London to focus on Victorian London instead. We have also further emphasised the social issues which impact people in poverty and compare them to common social issues today.
- ◆ We have added a case study on William Cuffay - an iconic Black person who contributed to social reform in Victorian London. The contributions of Black people are often omitted when learning about Victorian London, leading many to underestimate the presence and influence of Black people in Victorian London.

RECOMMENDED PRE-READING:

Encyclopedia Britannica:
European colonial activity
(1763–c. 1875)

<http://bit.ly/Westerncolonialism>

William Cuffay (1788 – 1870)

www.bbc.co.uk/history/historic_figures/cuffay_william.shtml

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UNIT AIMS AND ACTIVITIES



EAST END FAMILY, C 1900

© Museum of London

During the Victorian era London changed dramatically. The city grew in size and economic might but also experienced overcrowding, poverty, poor sanitation and low life expectancy. This unit aims to develop students' knowledge and understanding of the impact of industrialisation, the social problems created and the need for social reform. Students will investigate the contribution of significant reformers (Charles Booth, Elizabeth Garrett Anderson, Charles Dickens, Joseph Bazalgette and Octavia Hill) using a variety of sources, including contemporary maps, images and writing. A visit to a museum or historic site or a guided walk will help to deepen students understanding. On return to the classroom, students will apply the knowledge they have gained, and organise the evidence they have collected, to devise and deliver a presentation. They will reflect on what they have learned throughout the unit and recognise connections between past and present day London.

KEY STAGE 3 NATIONAL CURRICULUM

This unit addresses the requirements of the new key stage 3 national curriculum. It supports the requirement that students should be taught about ideas, political power, industry and empire: Britain, 1745-1901. The particular focus is on:

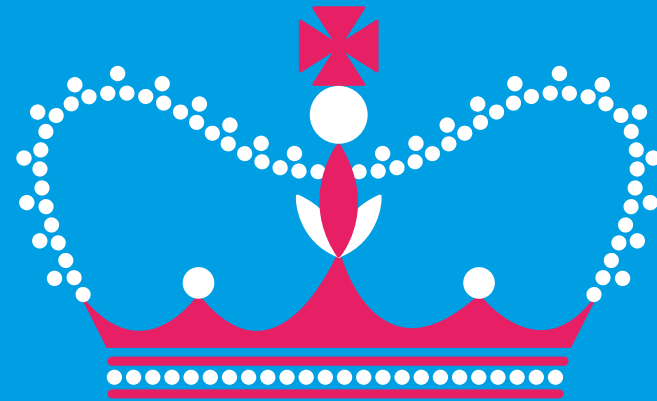
- ♦ Britain as the first industrial nation – the impact on society
- ♦ social reform

In meeting some of the requirements of the national curriculum, this unit contributes to the curriculum's aims for key stage 3 students, which include:

- ♦ gaining and deploying a historically-grounded understanding of abstract terms such as 'empire'
- ♦ understanding historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and using them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses
- ♦ understanding the methods of historical enquiry, including how evidence is used rigorously to make historical claims
- ♦ gaining historical perspective by understanding the connections between local, regional, national and international history and between economic and social history

DISCOVER

In this section, students will investigate the impact of industrialisation on London and Londoners and the social problems this created. They will be introduced to Charles Booth's survey of London life and work and use original archive material to investigate his findings, including sections of the poverty maps. Students will also be introduced to the lives and work of four significant social reformers and will evaluate their achievements.



LESSON 1

WHAT SOCIAL PROBLEMS WERE CREATED BY THE INDUSTRIALISATION OF LONDON?



THE BIG IDEA

Students will develop their knowledge and understanding of the impact of industrialisation and rapid population growth of London in the 1800s. They will explore the social problems this created and understand the need for social reform.



LESSON OBJECTIVES

All students will increase their knowledge of life in London during the industrial era.

Most students will investigate a range of source material in order to understand some of the social problems created by the industrialisation of London. Most students will write a structured account in the style of a formal letter.

Some students will gain an understanding of different contemporary views about the need for social reform.



RESOURCES

- ♦ **Resource 1.1:** Social issues in Victorian London mind-map
- ♦ **Resource 1.2:** An artist's view of Victorian London (one copy per pair)
- ♦ **Resource 1.3:** The industrialisation of London: facts and sources (one copy per pair)
- ♦ **Resource 1.4:** Social Problems in Victorian London: activity sheet (one copy per student)

LESSON 1

WHAT SOCIAL PROBLEMS WERE CREATED BY THE INDUSTRIALISATION OF LONDON?



YOU WILL ALSO NEED:

A PowerPoint presentation that you have prepared, including headings, images and questions. You will need to source a collection of images of contemporary London from the internet to make a photo montage. These need to be selected to highlight contemporary social problems eg child poverty, homelessness, high youth unemployment, gang-related violence, poor diet and health, alcohol abuse, anti-social behaviour. This photo montage will be contrasted with an image of Victorian London, for example by Gustave Doré (taken from the resources or your own selection).

Optional: source a page/some extracts from a Victorian census return for a street near your school. Information on how to obtain these can be found on the National Archives website:

www.nationalarchives.gov.uk/records/research-guides/census-returns.htm

Note: The images on Resource 1.2 *An artist's view of Victorian London* (page 18) are from a collection of engravings by the French artist, Gustave Doré, intended to provide a comprehensive portrait of life in London. They were first published in *London: A Pilgrimage* in 1872. Doré prints can be ordered online from the Museum of London:

www.bl.uk/collection-items/london-illustrations-by-gustave-dor#

LESSON 1: WHAT SOCIAL PROBLEMS WERE CREATED BY THE INDUSTRIALISATION OF LONDON? LANGUAGE AND LANDMARKS

LANGUAGE OR LANDMARK	EXPLANATION	SYNONYM
Social reform	A movement that aims to bring about changes to some aspects of society	
Social problem	An issue that affects people's quality of life	Social issue
Industrialisation	When industry and manufacturing are introduced to an area on a large scale	Mechanisation
Exploitation	Treating someone unfairly in order to benefit from their work	Taking advantage
Slum housing	An overcrowded area, usually in a town, with run-down housing	
Sweated labour	When people are employed for long hours in poor working conditions for very low pay	
Sanitation	Conditions affecting public health particularly the provision of clean water and the disposal of sewage	Public hygiene or public health
Life expectancy	The average number of years that a person is expected to live	

LESSON 1: WHAT SOCIAL PROBLEMS WERE CREATED BY THE INDUSTRIALISATION OF LONDON?

SETTING THE SCENE

Industrialisation

Until the early 1700s Britain was largely agricultural, but the new ideas and technologies of the 18th and 19th centuries transformed Britain into a predominantly industrial nation. This is known as the Industrial Revolution. Thousands of miles of canals, roads and railways were built, and towns and cities expanded rapidly as factories and mills sprang up.

Industrialisation is often associated with the poor living conditions and poverty experienced by factory workers in overcrowded cities. However, this needs to be seen in the context of widespread pre-industrial poverty in agricultural communities, and the fact that overall the Industrial Revolution saw a nationwide increase in wealth and a growing middle class.

Population growth

In 1800, just under a million people lived in London. By 1851, there were over 2.5 million, largely due to migration. As Britain became increasingly industrialised, workers from the countryside migrated to cities in search of work. Most of these migrants were young. In 1821, almost half the population was aged 19 or younger.

Other factors brought new migrants. The Great Famine in Ireland in the 1840s led to increased numbers of Irish migrants while religious persecution in Eastern Europe brought Polish and Russian Jewish refugees in the 1880s. The expansion of Britain's trade network into a global Empire drew people from all around the world including Europe, Africa and Asia.

Many poorer migrants settled in the already crowded areas immediately to the north of the City of London itself including Clerkenwell, Shoreditch and Bethnal Green. To the east the big dock systems, built from the early 1800s onwards, encouraged growth out to Poplar and the Isle of Dogs and, south of the river, Rotherhithe. London continued to expand and, by 1901, there were over 5 million inhabitants, making it the largest city in Europe.

Slavery, colonisation and the industrial revolution

The Transatlantic Slave Trade and colonisation played an important role in the run up to the **Industrial Revolution**. Free labour and the production of cotton, and sugar, led to the increased need for factories and vast amounts of wealth being generated in the UK. This wealth and the natural resources acquired through colonisation gave rise to rapid industrial development in Britain.

By colonising various countries around the globe, the UK was able to secure large amounts of land and natural resources. These resources were extracted from a desired colony and shipped here. Often these resources, such as precious metals and other raw materials, once sold, would further increase the country's economic wealth and allow for more growth. Without the forced labour of enslaved Africans and the natural resources acquired through colonisation, the 'Industrialisation Revolution' would have been impossible in this short period of time.

Origins of raw materials

Raw materials produced in Africa were very important to manufacturers in England. Palm oil from West African countries was in demand as it was used as a lubricant for the expanding machines. Cotton was highly sought after in the textile industries, and Britain was highly dependent on the raw material produced in Africa and the Americas. In the 1700s, Africans in British American colonies produced over half of the raw materials imported into Britain.



PALM TREE FRUIT

© Hidrash, Wikimedia Commons

Poverty

The Industrial Revolution had a huge impact on Britain's economy where it generated wealth for many businessmen and educated professionals. Yet at the same time, most of the population lived in abject poverty. Despite transport improvements, the majority of Britons were unable to access education and goods, and suffered poor working and living conditions and low wages.

Reasons for poverty

Many people flocked to towns and cities for jobs. The large supply of labour available meant that factory owners could pay low wages and employees had little bargaining power. The low wages meant most people could not access the luxuries that the Industrial Revolution provided Britain's emerging middle class and established upper classes. Factory owners could get away with not investing in safe working conditions, since workers were deemed replaceable.

Different experiences

Men, women and children most affected by poverty made up the majority of workers, and all were paid low wages. Children in particular were seen as cheap labour and women were paid less doing the same jobs as men. An example of this was in a silk mill where 90% of a one thousand plus workforce were women. Despite this dominance, no women were in a position of power and were paid much less than the majority of men working in the mill.

RECOMMENDED READING:

Encyclopedia Britannica:
<http://bit.ly/Westerncolonialism>

SOURCES

Google Books: *Africans and the Industrial Revolution in England* - Joseph E. Inikori
<http://bit.ly/3nkpRRT>

Effects of the Industrial Revolution
http://bit.ly/indrev_effects

Foundations of Western Culture: *How did Industrialization alter the family?*
<http://foundations.uwgb.org/family/>

The centre of technology and manufacturing

The Great Exhibition of 1851, housed in the Crystal Palace in Hyde Park, demonstrated Britain's place as the leading industrial nation in the world, at the forefront of new developments in technology and manufacturing. London was not only Britain's political and financial centre but also its largest manufacturing centre. In 1851, almost 400,000 people, about one third of the working population, were employed in manufacturing industries.

Large-scale and noxious industries such as iron works, shipbuilding, chemical factories, tanning and cement works were based close to the river where land was cheap and water plentiful. Numerous smaller industries sited to the east and south included factories making jam, soap and candles to breweries and flour mills. North of the City were the smaller-scaled skilled manufacturers and craft workers such as clockmakers in Clerkenwell and silkweavers in Spitalfields.



THE INTERIOR OF CRYSTAL PALACE, THE GREAT EXHIBITION, 1851 ACKERMANN & CO
© Museum of London

The arrival of the railways

The first railway line in London was opened in 1836 (The London and Greenwich) and, by the 1850s, there was a whole surrounding network. Steam trains provided relatively cheap, comfortable and fast travel, making the development of London's suburbs possible.

The world's first underground railway, the Metropolitan line, opened in 1863. Constructing the railway line cleared some of London's worst slums but this put increased pressure on housing in other areas. Steam trains also contributed to the pollution which was already high as a result of steam ships, factories and household coal fires. A foul smelling, dense fog frequently covered the capital.

Working conditions and child labour

One of the drawbacks for manufacturers in London was the high cost of rents. Increasingly in the 1800s they overcame this problem by exploiting London's large pool of unskilled workers in the form of sweated labour. The manufacturing process was broken down or specialised in order to create more efficiencies in production – this was called the 'division of labour'. This resulted in some workers – often women and children – performing a single task such as matchbox making, usually in their own homes for very poor pay.

Child labour was common. Elementary education was not made compulsory until the 1870s and, even then, children from the poorest families were exempt on the grounds that their families needed extra income. Very young children worked in factories and, until 1875, as chimney sweeps.

Poor sanitation

At the beginning of the 1800s human excrement was still stored in cesspools underneath slum housing and removed by night soil collectors, as it had been in the Middle Ages. When cesspools were banned in the 1840s, most of the untreated sewage flowed into the Thames. This culminated in the 'Great Stink' of 1858 when, during a very hot summer, the stench reached unbearable proportions. There were four cholera epidemics in the 1800s, regular outbreaks of typhus, typhoid fever, scarlet fever, smallpox and diphtheria, and tuberculosis was endemic.



EXHAUSTED SWEATED LABOURER, C 1900
© Museum of London

Quality of life in the city

London was a city of immense social contrasts. Historically, the very wealthy had been building mansions out to the west for hundreds of years. The 1800s saw the continued development of fashionable shopping and residential areas such as Regent's Street, Belgravia and Mayfair, all in close proximity to the Royal Parks.

Life for educated professionals, businessmen and financiers also became increasingly comfortable as they benefited from London's economic growth. They worked as bankers and stockbrokers, doctors and barristers, merchants and traders. Detached villas grew up in leafy suburbs such as Balham, Barnes, Hampstead, Highgate and Sydenham. Stockbrokers and merchants settled in Bayswater, Clapham and Haverstock Hill while their clerks moved to comfortable new suburbs such as Brixton, Dalston and Walthamstow.

The majority of London's poor lived in filthy, overcrowded conditions with no proper sanitation or running water. At the lowest end of the scale were the



THE QUADRANT, REGENT STREET, C 1822
Rudolph Ackermann, J.Bluck, Thomas Hasmer
Shephard © Museum of London

so-called rookeries – dilapidated slum tenements with whole families living in just one room and vagrants, drunkards and criminals sleeping in the corridors and stairwells at night. Back-to-back terraced houses, originally designed for one family, were subdivided and rented out to different families. Whole streets still shared one water pump and one water closet. The East End of London became notorious for its poverty but such living conditions were widespread throughout central London. Poverty and overcrowding had a direct impact

on life expectancy. A gentleman's life expectancy at birth was 45; that of a labourer was 16.

There was some disagreement at the time about the level of poverty in London. For example, the drawings of artist Gustave Doré, which feature in this unit, were criticised by some as focusing too much on the 'vulgar' aspects of the lives of poorer Londoners. However, society's understanding of poverty in London was enhanced by the research of Charles Booth and the creation of his poverty maps.



OVER LONDON BY RAIL, GUSTAVE DORÉ, 1872
© Museum of London

LESSON 1: WHAT SOCIAL PROBLEMS WERE CREATED BY THE INDUSTRIALISATION OF LONDON?

ACTIVITIES

STARTER

What do we mean by 'social problems'?

This activity is designed to introduce the abstract term *social problems* by encouraging students to think about specific problems and possible solutions in London today.

Using Resource 1.1 (page 17) project the mind map on the whiteboard. Students should discuss with a partner, for five minutes, if any of these different social problems can still be seen in today's London. They should consider which current social issues they would most like to reform and give reasons for their choice.

Ask students to report back briefly to the group.

MAIN

What social problems were there in Victorian London?

The purpose of these activities is for students to find out about the social problems created by the industrialisation of London.

Using Resource 1.2 *An artist's view of Victorian London* (page 18) project an image of Victorian London on the whiteboard, for example, one of the Doré prints.

Establish a few key points, drawing on the information given in *Setting the Scene* (page 8) and some of the 'Key language' vocabulary eg:

- ♦ When did Queen Victoria come to the throne?
- ♦ When did she die?
- ♦ What was the Industrial Revolution?
- ♦ What changes took place in Britain as a whole because of it?
- ♦ What social problems do you think this caused in London?

Divide students into pairs to work on the task. Give a copy of Resource 1.3: *The Industrialisation of London: facts and sources* (page 19) to each pair of students. They should read the information through, perhaps aloud to each other.

Give out Resource 1.4: *Social Problems in Victorian London: activity sheet* (page 21), one per student, and the Doré image sheets Resource 1.2: *An artist's view of Victorian London* (page 18), one between two. Working with their partner, students use the information sheet and the images (plus the census extracts if used) to complete the activity sheet. Alternatively each pair can join with another to make a group of four, and each can be allocated a different role eg one to act as the scribe, one to analyse the image sheet and another the information sheet, and one to be responsible for feeding back to the class.

Differentiation opportunities

Less able students may need support with the vocabulary used in the information sheet.

Students could be given a copy of one of the Doré images with call-outs coming from the mouths of some of the characters. They should write what the character is thinking or saying in the call-out.

More able students could be given copies of the 'Setting the Scene' notes in addition to the information sheets.

PLENARY

Students report back on the different social problems. Make a list on the board.

Recap some of the *key language* vocabulary used in the task. For example, industrialisation, exploitation, child labour, sweated labour, sanitation.

Which social problems do students think were directly caused by industrialisation?

What other factors were there that contributed to them?

Why do they think some people, such as factory and dock owners, would have been against social reforms?

If students had lived in Victorian times, which social problem do they think would have been most keen to change? Take a show of hands and record the number of votes for each problem.

Homework idea

Ask students to imagine that they live in Victorian London and to write a letter to the editor of *The Illustrated London News* protesting about the social problems in the city caused by industrialisation.

Differentiation

Less able students could be asked to imagine that they are a factory worker in Victorian London about to protest against unsafe working conditions and low wages. Students should design a placard/poster to hold at the protest.

More able students could write a letter to a factory owner to explain why workers need better working conditions and wages.

Assessment questions and opportunities

Student's knowledge and understanding of the impact of industrialisation on London can be assessed by asking students to:

Q: List three social problems, explaining what caused each one and what the consequences of it were.

Answers can be assessed according to the level of sophistication and understanding. For example:

A1 One social problem was overcrowding. This was caused by lots of people moving to London. The consequence was that people had to live in slum housing.

A2 One social problem was overcrowding. This was caused by people migrating to London to look for work. The consequences were that families had to live in just one or two rooms in slum housing. Whole streets had to share one water pump and one toilet. The problem was particularly bad in areas such as the East End.

A3 One social problem was overcrowding. This was caused by people from other parts of Britain and the rest of the world migrating to London in search of work as the city was a centre of trade and industry. Slum landlords profited from the situation by dividing up rundown properties without proper sanitation and renting them out to several families. The worst conditions were in slum tenements called rookeries, where some people even slept in corridors and in stairwells. The problem of overcrowding was widespread in central London and in the East End, where many poorer migrants settled.

LESSON 1: WHAT SOCIAL PROBLEMS WERE CREATED BY THE INDUSTRIALISATION OF LONDON?

RESOURCE 1.1: SOCIAL ISSUES IN VICTORIAN LONDON: MIND-MAP



LESSON 1: WHAT SOCIAL PROBLEMS WERE CREATED BY THE INDUSTRIALISATION OF LONDON?

RESOURCE 1.2: AN ARTIST'S VIEW OF VICTORIAN LONDON



WENTWORTH STREET, WHITECHAPEL, 1872



ASLEEP IN THE STREET, 1872



OVER LONDON BY RAIL, 1872

Note

Images are from a collection of engravings by Gustave Doré © Museum of London

LESSON 1: WHAT SOCIAL PROBLEMS WERE CREATED BY THE INDUSTRIALISATION OF LONDON?

RESOURCE 1.3: THE INDUSTRIALISATION OF LONDON: FACTS AND SOURCES



Did you know?

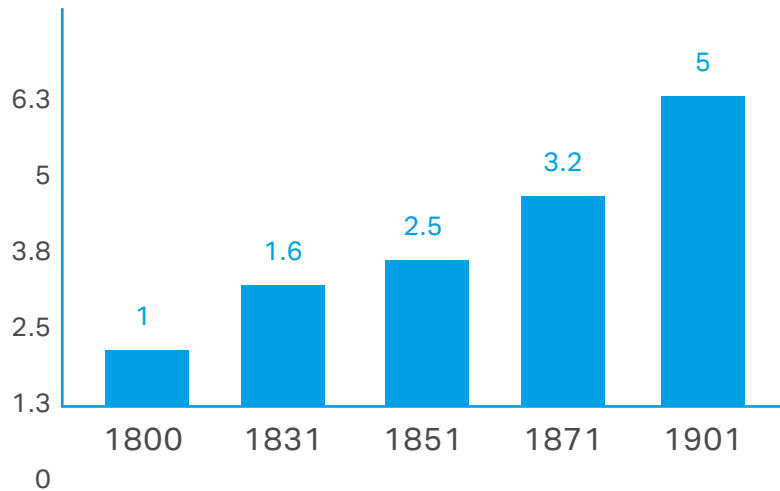
- ♦ London was a centre for trade and industry. There were many large industries, such as shipbuilding, and many factories and workshops.
- ♦ People from other parts of Britain, and from all over the world, migrated to London looking for work. Many of these were unskilled workers.
- ♦ Most working people in London worked in manufacturing industries.
- ♦ Employers were able to pay very low wages because there were lots of people desperate for work.
- ♦ Many factories and other employers used child labour.
- ♦ There were no state benefits for the unemployed or disabled, no social housing, no old age pensions and no National Health Service.
- ♦ Until 1870 there were no state schools. Most poor children were uneducated.
- ♦ Very poor people lived in filthy, overcrowded slums. Several families shared one house and an outside toilet.
- ♦ Sanitation was very poor. Untreated sewage was pumped into the River Thames and polluted the drinking water.
- ♦ The smoke from the factories – and from people's homes, steam boats and steam engines – polluted the air.
- ♦ Many people died young due to poor health care, pollution and disease.

LESSON 1: WHAT SOCIAL PROBLEMS WERE CREATED BY THE INDUSTRIALISATION OF LONDON?

RESOURCE 1.3: THE INDUSTRIALISATION OF LONDON: FACTS AND SOURCES CONTINUED



Number of people living in London in millions



I make matchboxes at home. I have to make 144 to earn two and a half pennies. Work like this is known as sweated labour.

I never get enough food to eat. My mum and I live in one room and I have to sleep under the table.

EXHAUSTED SWEATED LABOURER, C 1900

© Museum of London

LESSON 1: WHAT SOCIAL PROBLEMS WERE CREATED BY THE INDUSTRIALISATION OF LONDON?

RESOURCE 1.4 : SOCIAL PROBLEMS IN VICTORIAN LONDON: ACTIVITY SHEET



Make notes under the different headings

Slum housing: What were poor Londoners' homes like?

Exploitation of workers: How were men, woman and children exploited?

Overcrowding: Why was London so overcrowded?

Other: What other problems were there?

Short life expectancy: Why did so many Londoners die young?

LESSON 2

HOW DID CHARLES BOOTH MAP POVERTY IN VICTORIAN LONDON?



THE BIG IDEA

Students will be introduced to Charles Booth's survey of London life and work. They will use original archive material to investigate his findings, including sections of the poverty maps in order to make inferences and draw conclusions about the extent of poverty in London.



LESSON OBJECTIVES

All students will find out about Charles Booth and the creation of the poverty maps.

Most students will practice the skills needed to learn from historical sources in order to draw conclusions about the extent of poverty in Victorian London. Most students will write a structured account in the form of a police report.

Some students will gain a deeper understanding of the extent of poverty in Victorian London and the causes and consequences of this.



RESOURCES

- ♦ **Resource 2.1:** Victorian street scenes (one copy per student)
- ♦ **Resource 2.2:** The life of Charles Booth (1840-1916) (one copy per student)
- ♦ **Resource 2.3:** Sections of Booth's maps (double sided, one copy per student)
- ♦ **Resource 2.4:** Extracts from Booth's notebooks (one copy per student)
- ♦ **Resource 2.5:** Charles Booth activity sheet (one copy per student)

LESSON 2

HOW DID CHARLES BOOTH MAP POVERTY IN VICTORIAN LONDON?



YOU WILL ALSO NEED:

A PowerPoint presentation that you have prepared including headings, questions and images. You will need to source from the internet several contemporary images of London, including an affluent London high street, a less affluent London high street and a map of London showing the different districts covered by Booth's maps.

LESSON 2: HOW DID CHARLES BOOTH MAP POVERTY IN VICTORIAN LONDON?

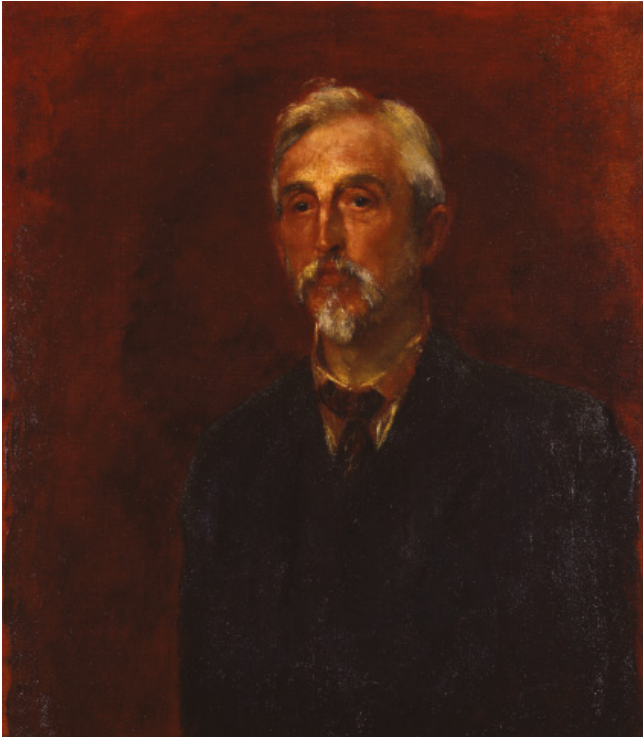
LANGUAGE AND LANDMARKS

KEY WORD	EXPLANATION	SYNONYMS
Biography	Account of someone's life written by someone else.	Life story
Investigation	Detailed study or research	Examination
Survey	Record the features of an area in order to construct a map or description	
Inquiry	Formal investigation	Analysis
Findings	The results of an inquiry	Answers, conclusions
Poverty line	Minimum level of income needed to have a basic standard of living	
Abject	Extremely unpleasant and degrading	Miserable, wretched, hopeless
Shanty	Small, roughly built house usually made of scrap materials	Shack, hut

LESSON 2: HOW DID CHARLES BOOTH MAP POVERTY IN VICTORIAN LONDON?

SETTING THE SCENE

CHARLES BOOTH (1840–1916)



CHARLES BOOTH, c 1901
George Frederic Watts © National Portrait Gallery,
London

Charles Booth was born in Liverpool, the son of a wealthy ship owner and corn merchant. Following the death of his father in 1860, Booth took over the family business and, with his brother, successfully expanded it. He stood, unsuccessfully, for election as a Liberal MP in 1865. Later in life he turned down offers from William Gladstone, then Prime Minister, of a seat in the House of Lords. In 1871, he married Mary Macaulay, niece of the historian Thomas Macaulay.

Investigating poverty

In 1875, Booth and his wife moved to London, although he continued to travel regularly on business to Liverpool and New York. By this time the poverty caused by the unprecedented growth and industrialisation of London was being widely discussed and, Booth believed, sensationally reported in the press.

In 1885, Booth publicly criticised claims by Henry Hyndman, the leader of the Social Democratic Federation, that 25% of Londoners lived in poverty, believing this to be a gross overestimation. To prove it, he decided to undertake his own survey, at his own expense.

Working with a team of investigators, Booth began his inquiry in 1886. The work was to last for almost 20 years, resulting in the publication of three editions of the survey, in 1889, 1891 and 1902–3, the final edition, *Life and Labour of the People in London*, was 17 volumes in length.

The inquiry was organised into three broad sections: poverty, industry and religious influences. Initially the poverty series gathered information from the School Board visitors about the levels of poverty and types of occupation amongst the families in their districts. As part of his research, Booth lived with working families for several weeks at a time. He recorded many happy scenes

of family life and the warmth with which children were treated but recognised that, for poor families, hunger, disease and even death were ever-present fears.

Mapping wealth and poverty

In 1889, the first of Booth's series of colour-coded Maps Descriptive of London Poverty was published. Based on the information from the School Board visitors, the streets were hand-coloured by Booth and his assistants, with the seven different colours representing different degrees of wealth and poverty. For example, Booth classified the poorest areas of London in the colour black. He labelled these areas as semi-criminal because people there were often in abject poverty. This was because of several social issues including low and unfair wages. They were also susceptible to diseases due to poor sanitation systems and no access to suitable healthcare. Families often had to commit crimes in order to survive. **Read more about what Booth observed in these areas here.**

www.bbc.co.uk/bitesize/guides/z8t9q6f/revision/6



WEALTH MAP: BLOOMSBURY, HOLBORN AND COVENT GARDEN

© Museum of London

Yellow	'Upper-middle and Upper classes. Wealthy'
Red	'Middle class. Well-to-do'
Pink	'Fairly comfortable. Good ordinary earnings'
Purple	'Mixed. Some comfortable others poor'
Light blue	'Poor. 18 [shillings] to 21 [shillings] a week for a moderate family'
Dark blue	'Very poor, casual. Chronic want'
Black	'Lowest class. Vicious, semi-criminal'

In 1898–99, a second series of maps was published. Booth's surveys revealed that the level of poverty in London was actually greater than previously thought: 35% as opposed to 25%. Booth popularised the idea of a 'poverty line', which he set at 10 to 20 shillings. He considered this to be the minimum amount necessary for a family of four or five people to survive. He used his findings to argue for social reforms, including the introduction of Old Age Pensions.

Differentiation

More able students should look at how the government now studies deprivation in the UK.

Using *The English Indices of Deprivation 2019*

www.gov.uk/government/statistics/english-indices-of-deprivation-2019

students should identify three domains of deprivation and explain how each domain may indicate signs of deprivation. For example, using employment as a measure can indicate wealth, spending and poverty in the area.

A pioneer of sociology

Today *Life and Labour of the People in London* is regarded as one of the founding texts of British sociology, drawing on both quantitative (statistical) and qualitative methods (particularly ethnography). The importance of Booth's work in social statistics was recognised by the Royal Statistical Society, which awarded him the first Guy Medal in Gold in 1882, and he was elected as President of that society in the same year. Booth was elected a Fellow of the Royal Society in 1899 'as having applied Scientific Methods to Social Investigation'.

LESSON 2: HOW DID CHARLES BOOTH MAP POVERTY IN VICTORIAN LONDON?

ACTIVITIES

STARTER

Living in Victorian London

The purpose of this activity is to engage the students in thinking about the impact of quality of living conditions on wellbeing. Show students images of two contrasting streets in Victorian times. With a partner, students should create two lists stating the possible impacts of living in an affluent vs less affluent area in Victorian London. Ask students to report back and create a joint list as a class.

Differentiation

Less able students may need support with this activity. They could be given a list of words related to wellbeing – for example, health, diet, education, fresh air etc. Students can use these to prompt discussion about how these factors differ between affluent and less affluent areas of London.

Explain that many people at the time recognised that poverty was one of the major problems affecting the city.

- ◆ Do students think that all Londoners were equally affected by this?

- ◆ What would a wealthier area look like in Victorian London?
- ◆ What percentage of Victorian Londoners do they think lived in poverty?



RESIDENTS IN LITTLE COLLINGWOOD STREET, C 1900

John Galt © Ian Galt/Museum of London



BUSY STREET SCENE AT OXFORD CIRCUS, C 1900

© Museum of London

MAIN

Who was Charles Booth and what can we find out from his surveys?

Explain that, just like today, the different districts in Victorian London could be very different to each other.

Recap the list of social problems in Victorian London made at the end of the last lesson.

Explain that many people at the time recognised that poverty was one of the major problems affecting the city.

- ♦ Do students think that all Londoners were equally affected by this?
- ♦ Which parts of London do they think the wealthier people lived in?
- ♦ What percentage of Victorian Londoners do they think lived in poverty?

Introduce students to Charles Booth, drawing on the information given in Setting the Scene (page 25) and introducing some of the 'Key language' vocabulary.

Explain that, in 1885, a newspaper report estimated that 25% of Londoners were living in 'abject' poverty. In this lesson, students will find out about a man called Charles Booth who thought that this was an over-exaggeration. They will find out how he set about disproving it, and the eventual results of his inquiry.

Divide students into pairs to work on the task. Give out Resource 2.2: *The life of Charles Booth* (page 33), Resource 2.3: *Sections of Booth's maps* (page 35) and Resource 2.4: *Extracts from Booths notebooks* (page 36), one copy to each pair of students. You may like to suggest that they take it in turns to read aloud the information.

Give out Resource 2.5: *Charles Booth activity sheet* (page 37), one per pupil. Working with their partner, students can use the information in the biography and the information sheet to complete the activity sheets.

Differentiation:

Less able students may need support with this activity. They could be given a list of words related to well-being, for example: health, diet, education, fresh air, which students can use to prompt discussion about how these factors differ between affluent and less affluent areas of London.

PLENARY

Draw together some key points from the maps and notebook extracts. For example:

- ♦ Was poverty mainly confined to the East End of London, or was the problem more widespread?
- ♦ What evidence do the notebooks provide regarding the problems of overcrowding and slum housing in London?
- ♦ What other social problems were caused by poverty? For example, crime or alcohol abuse.

For a second time, project the images of the two Victorian London streets that students discussed at the beginning of the lesson. As a class, students should discuss:

- ♦ Why were choices for poorer people limited in Victorian London? For example, very low wages, no social housing, no state benefits, no compulsory education until 1880.
- ♦ Why are choices still limited for some Londoners today?

Homework idea

Students imagine that they are researchers in Wapping in the 1890s. Using the information shared, and the Doré images from Lesson 1, write a report about what you have observed for parliament. What types of houses and people do you observe? Is there any antisocial behaviour or crime? If so, what do you think are the causes of this? In addition to poverty, students could also research social problems such as overcrowded housing and alcoholism.

Differentiation

Less able students could be given a template summary report to complete. This could include statements and boxes to tick (for example, I saw people in dirty homes, I saw people drinking dirty water) and words to circle in addition to headings to write under. More able students could each be allocated a different part of London to research using the Charles Booth Online Archive.

<http://booth.lse.ac.uk>

Assessment questions and opportunities

In order to assess students' knowledge and understanding of the poverty maps they can be asked to write a response to the question:

Q What do Booth's maps and notebooks tell us about poverty in Victorian London?

Answers can be assessed according to the level of sophistication and understanding, and the extent to which the points are extended and supported by evidence. For example:

A1 Booth's maps and notebooks tell us that there was a lot of poverty in London. Many poor people lived in the East End but there were poor people in other parts of London too.

A2 Booth's maps tell us that poverty was widespread in London. Most people living in parts of London such as the East End were poor or very poor. Other parts of London, like central London, were mixed. There were very poor people as well as people who were quite well off. The notebooks tell us that this led to social problems such as slum housing, drunkenness and crime.

A3 Booth's maps and notebooks show that poverty in London was even worse than people at the time had thought. They show that 35% of Londoners were living below what Booth called the 'poverty line', which means they did not have enough money for the basic necessities. The majority of people living in parts of London such as Wapping in the East End were living in abject poverty and some were described by Booth as 'semi-criminal'. Even in other parts of London, like Bloomsbury, very poor people were living alongside people who Booth describes as 'well-to-do' and 'wealthy'. The notebooks reveal how widespread poverty led to social problems including slum housing, crime, prostitution and alcohol abuse.

LESSON 2: HOW DID CHARLES BOOTH MAP POVERTY IN VICTORIAN LONDON?

RESOURCE 2.1: VICTORIAN STREET SCENES



RESIDENTS IN LITTLE COLLINGWOOD STREET, C 1900
John Galt © Ian Galt/Museum of London



BUSY STREET SCENE AT OXFORD CIRCUS, C 1900
© Museum of London

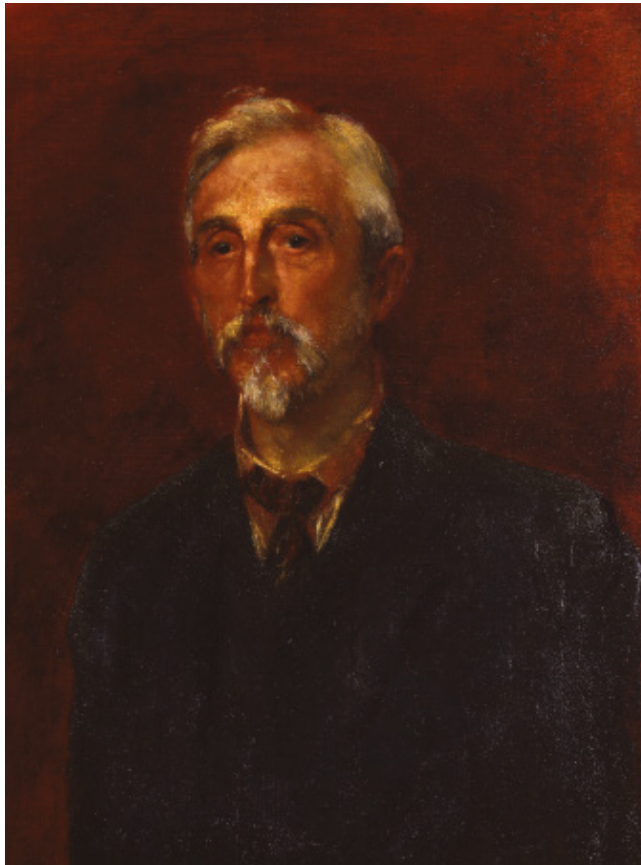
LESSON 2: HOW DID CHARLES BOOTH MAP POVERTY IN VICTORIAN LONDON?

RESOURCE 2.2: THE LIFE OF CHARLES BOOTH (1840-1916)



Charles Booth (1840-1916)

Charles Booth was a successful businessman. He was born in Liverpool but moved to London in 1875. Booth began his survey into life and work in Victorian London in 1886. As part of his research into poverty in London he lived with working families for several weeks. In 1885, Booth publicly criticised claims by Henry Hyndman, the leader of the Social Democratic Federation, that 25% of Londoners lived in poverty, believing this to be a gross overestimation. To prove it, he decided to do his own survey, at his own expense. Booth and his assistants also went with police constables on their beats and recorded what they saw and found out in their notebooks. With the help of his assistants, Booth published two sets of maps to show the results of his findings: the first in 1889 and the second in 1898-9. Each street in London was hand-coloured to show different levels of wealth and poverty.



CHARLES BOOTH, C 1901
George Frederic Watts © National Portrait
Gallery, London



THE CRAWLERS, C 1877
© Museum of London

LESSON 2: HOW DID CHARLES BOOTH MAP POVERTY IN VICTORIAN LONDON?

RESOURCE 2.2 CONTINUED

Booth's poverty maps

Booth used seven different colours in his colour-coded maps: yellow to represent 'wealthy', red for 'well-to-do', pink for 'comfortable', purple for a mix of 'poor and comfortable', light blue for 'poor', dark blue for 'very poor' and black for the lowest group of people that he called 'semi-criminal'.

Results of Booth's survey

Booth's survey showed that poverty in London was even worse than had been thought. He calculated that 35% of Londoners were living in poverty, what he called below the 'poverty line'. He set this line at earnings of 10 to 20 shillings a week, which he thought was the lowest amount a family of four or five adults and children could live on. Booth used what he found out to argue for social reforms, including the introduction of Old Age Pensions.



WEALTH MAP: BLOOMSBURY, HOLBORN AND COVENT GARDEN

© Museum of London



Money used in the Victorian era

In Victorian times (and until 1971) money was divided into pounds, shillings and pence.

There were 12 pennies to one shilling and 20 shillings to one pound.

One penny could be written as 1d, and one shilling as 1s.

Prices were written differently, e.g. one shilling as 1/- or one shilling and six pence as 1/6.

LESSON 2: HOW DID CHARLES BOOTH MAP POVERTY IN VICTORIAN LONDON?

RESOURCE 2.3: SECTIONS OF BOOTH'S MAPS



SECTIONS OF BOOTH'S MAPS



SECTION 25: BLOOMSBURY, HOLBORN AND COVENT GARDEN

© Museum of London



SECTION 28: SPITALFIELDS, WAPPING AND WHITECHAPEL

© Museum of London

LESSON 2: HOW DID CHARLES BOOTH MAP POVERTY IN VICTORIAN LONDON?

RESOURCE 2.4: EXTRACTS FROM BOOTH'S NOTEBOOKS



Bloomsbury

Very rare indeed to see a child drunk before 15 or 16 years of age & then only in the coster class, said Hunter [a police constable]. He has never seen one drunk younger than this. There used to be 3 brothels in this sub-division; they were prosecuted & now shut; he knows of no others. (Source A)

Covent Garden

There is a court on the north side called Queen's Place – four cottages, windows broken, children clean. Two rooms at back 5/- [rent per week], 7/- for two rooms on top floors and 5/- or 5/6 for each room in the front, said one woman. (Source B)

Wapping

Courts south of St. George's Road. No regular brothels. Not notorious in any way. Rather rough – perhaps a few unfortunates. Star and Garter Yard. Some [slum homes] pulled down but still rough & vicious. In the storeyard itself remain 2 or 3 shanties still inhabited. (Source C)

Interview with Police Inspectors Drew & Derby

The effect of closing [public] houses at 10 in Wapping would be to send men home. There might be less drunkenness as a consequence but they did not attach much importance to it. 'The homes are such very small dark places in Wapping: men want the light and warmth quite as much as the beer.' (Source D)

GLOSSARY

coster: street seller

unfortunates: women working as prostitutes

brothels: a house of prostitution

LESSON 2: HOW DID CHARLES BOOTH MAP POVERTY IN VICTORIAN LONDON?

RESOURCE 2.5: CHARLES BOOTH ACTIVITY SHEET



The life of Charles Booth

Look at Resource 2.2: The life of Charles Booth and discuss these questions with a partner.

- ♦ What different research methods did Booth use? How did he record his findings?
- ♦ What do you think Booth means by 'semi-criminal'? Why do you think he used this term?
- ♦ Do you think Booth's maps are a good way of showing his findings? Give reasons for your answer.

Sections of Booth's maps

Look at the sections from Booth's poverty maps.

Complete the table below. Use the modern map of London and the key to Booth's colour-coding to help you find the answers.

Some answers have been completed or started for you.

Section Number	Which part of London is the section in? (Underline)	What different colours have the streets been shaded?	What conclusions can you draw about the lives of the different people living in the area?
25	north, south, east, west, central		The area is quite mixed. There are some better-off people living in houses along the main streets.
28	north, south, east, west, central	light blue	

LESSON 2: HOW DID CHARLES BOOTH MAP POVERTY IN VICTORIAN LONDON?

RESOURCE 2.5 CONTINUED



Extracts from Booth's notebooks

Read the extracts from the notebooks written by Booth and his assistants. Discuss these questions with a partner.

- ♦ What evidence is there in source B that many properties in London were divided up and rented to different families?
- ♦ Look at source C. What are 'shanties'? What materials do you think these were made out of?
- ♦ What is a 'brothel' (sources A and C)? Why do you think some women worked as prostitutes in Victorian London?
- ♦ Look at source A. How did the authorities try to tackle the problem of prostitution? Do you think this helped the women?
- ♦ Look at sources A and D. What evidence is there that drunkenness was a common problem? Why do you think this was?
- ♦ What reasons do the police inspectors give in source D for why men in Wapping visit public houses?

- ♦ What evidence is there in source B that, even though they were very poor, many families did their best to look after their children?

Using the evidence in the sources, write a few sentences below about the problems created by poverty in Victorian London.

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I am a matchbox maker. My children and I have been evicted from our home because I couldn't pay the rent. If I am paid 2d to make 144 matchboxes, how many matchboxes would I have to make to pay one week's rent for two rooms at the back of a house in Queen's Place?



Write the number of matchboxes here. You can use a calculator!

.....

WENTWORTH STREET, WHITECHAPEL, 1872

LESSON 3

HOW DID VICTORIAN SOCIAL REFORMERS IMPROVE THE LIVES OF LONDONERS?



THE BIG IDEA

Students will be introduced to the lives and work of four significant social reformers and find out about the social reforms they influenced. They will be encouraged to evaluate their achievements by assessing the extent to which they changed Londoners' lives at the time and considering their lasting impact on Londoners today.



LESSON OBJECTIVES

All students will find out about the lives and work of four key Victorian social reformers.

Most students will assess the extent to which the four individual social reformers changed the lives of Victorian Londoners and the impact of their achievements on the lives of Londoners today. Most students will write a structured biography of an additional reformer.

Some students will compare and contrast the achievements of individual reformers, making critical judgements about their relative importance and reaching substantiated conclusions.



RESOURCES

- ♦ **Resource 3.1:** Biographies of Octavia Hill, Charles Dickens, Joseph Bazalgette and Elizabeth Garrett Anderson (approximately 10 of each, depending on class size).
- ♦ **Resource 3.2:** Victorian social reformers: Fact file (one per student)

LESSON 3

HOW DID VICTORIAN SOCIAL REFORMERS IMPROVE THE LIVES OF LONDONERS?



YOU WILL ALSO NEED:

Four large table cards, each with the name of one of the four reformers on it.

Optional: you could create a collection of objects/written material/images connected to each of the four reformers eg a selection of Dickens' novels.

Optional: you could download or stream this BBC Class Clip in which actors play different characters, including Charles Booth and Octavia Hill, and give accounts of the living conditions of the poor:

www.bbc.co.uk/bitesize/clips/zj7gd2p

LESSON 3: HOW DID VICTORIAN SOCIAL REFORMERS IMPROVE THE LIVES OF LONDONERS?

KEY LANGUAGE AND LANDMARKS

KEY WORD	EXPLANATION	SYNONYMS
Pseudoscience	A collection of beliefs or practices mistakenly regarded as being based on scientific method	False belief; fallacy
Social reformer	Someone who works or campaigns to improve the lives of others	Social campaigner
Philanthropist	Someone who improves the lives of others by giving money to good causes	Patron, donor, sponsor
Ragged School	School set up by a charity to educate very poor children for free	
Board School	Schools under the control of locally elected School Boards, brought in by the 1870 Education Act	
Housing scheme	Homes owned by a local authority, social landlord, or private individual, and rented to tenants at affordable rates	
Cholera	Infectious and often fatal disease caused by consuming food or water contaminated by the faeces of an infected person	
Typhoid fever	Infectious disease caused by consuming food or water contaminated by the faeces of an infected person	Typhoid
Suffragette	A woman seeking the right to vote through organised protest	

LESSON 3: HOW DID VICTORIAN SOCIAL REFORMERS IMPROVE THE LIVES OF LONDONERS?

SETTING THE SCENE

OCTAVIA HILL (1838–1912)



OCTAVIA HILL, C 1899

John Singer Sargent © National Portrait Gallery,
London

Early life

Octavia Hill (1838–1912) was born in Cambridgeshire where, as she was growing up, she was schooled at home by her former-governess mother. Her parents both had an interest in social reform, as did her maternal grandfather, Southwood Smith. He was a health and welfare reformer concerned with a range of social issues including child labour in mines and the housing of the urban poor.

Helping ragged schools

While Hill was still very young, her father suffered financial difficulties and was declared bankrupt. The family later moved and settled in Finchley, then a small village on the edge of London. Affected by reading about poverty in London in Henry Mayhew's *London Labour and the London Poor* she began making toys for ragged schoolchildren and, by the age of 14, was asked to take charge of a workroom producing toys, helping to provide employment for older children and women.

Social housing

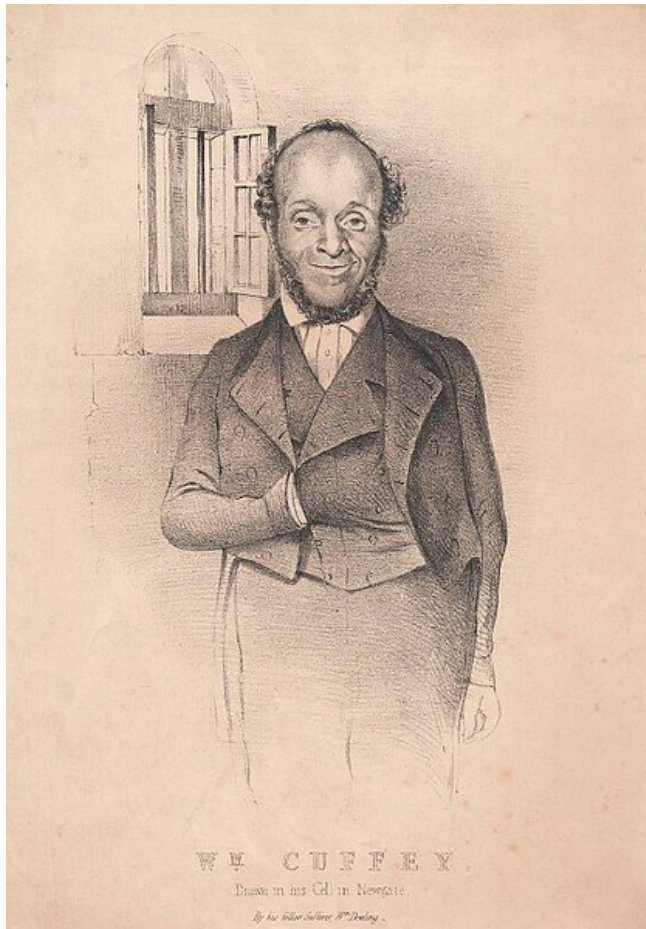
Hill's pioneering work in social housing initially began in the 1860s. Shocked by the condition and poor management of slum housing by ignorant landlords, Hill entered into a partnership with John Ruskin, the art critic. Ruskin acquired the lease on three properties in Marylebone which Hill managed and let out to tenants on low incomes. Through a combination of effective management and fairness to tenants, she received backing from other investors and, by 1874, she was managing 15 housing schemes with a total of 3,000 tenants. Hill and her assistants combined rent collecting with regular support for tenants.

Open spaces and clean air

Another of Hill's concerns was the easy access to open spaces and clean air for people living in all parts of London, so that they could enjoy them without having to spend time and money on a rail journey. Her campaigns helped to save Hampstead Heath and Parliament Hill Fields from being redeveloped. Other open spaces that Hill helped to secure for Londoners include churchyards in Soho, Camden, Waterloo and Bethnal Green, Postman's Park in the City of London and Telegraph Hill Park in New Cross. She was also the first person to use the term 'green belt' for the protected rural areas surrounding London.

Hill was one of the three founders of the National Trust, set up to preserve places of historic interest or natural beauty for the enjoyment of the British public. She was a founder member of the Charity Organisation Society (now the charity Family Action), which organised charitable grants and pioneered a home-visiting service that formed the basis for modern social work. She was also a member of the Royal Commission on the Poor Laws in 1905.

WILLIAM CUFFAY (1788-1870)



WILLIAM CUFFAY (Lithographic print circa 1848)
National Portrait Gallery, London

Early Life

William Cuffay (1788-1870) was a tailor, born on a merchant ship in the West Indies. His father was a naval cook from St Kitts, and had formerly been enslaved. He was raised in Chatham, Kent where his family later settled. Cuffay grew up to become a journeyman tailor. A journeyman is a worker skilled in a given trade or craft (tailoring in this case) who has successfully completed an official apprenticeship qualification. However, in 1834, he lost his job when the New Tailors' Union went on strike.

Charter Movement

In 1839, Cuffay helped form the Metropolitan Tailors' Charter Association, where he became a leading figure in the Chartist movement. He was later voted president of the London Chartists in 1842. Cuffay helped plan an uprising in London after the Chartist's third petition to Parliament was rejected. He was arrested and sentenced to deportation to Tasmania for 21 years.

Master and servant law

Three years after arriving in Tasmania, all prisoners were pardoned. However, Cuffay decided to stay, carrying on his trade as a tailor. Here he became involved in radical politics and trade union issues. This led to him playing an important role in persuading the colony authorities to amend the Master and Servant Law to provide more rights for workers. Cuffay died in poverty in July 1870.

RECOMMENDED FURTHER READING:

Deportation of Chartist William Cuffay

British Library:

[www.bl.uk/learning/timeline/
item107707.html](http://www.bl.uk/learning/timeline/item107707.html)

BBC History:

[www.bbc.co.uk/history/historic_figures/
cuffay_william.shtml](http://www.bbc.co.uk/history/historic_figures/cuffay_william.shtml)

CHARLES DICKENS (1812–1870)



CHARLES DICKENS, 19TH CENTURY
© Museum of London

Childhood poverty

Charles Dickens (1812–1870) was born in Portsmouth, but moved with his family to London when he was just 10 years old. As an adult, he was to describe how the city both fascinated and terrified him. When he was 12, his father was imprisoned for debt in the Marshalsea prison in Southwark. The young Dickens was taken out of school and sent to work in a blacking (boot polish) factory, an experience he later described as causing him profound 'grief and humiliation'.

The first great industrial novelist

Dickens is often described as the first great industrial novelist in the sense that his works clearly acknowledge that the past is being swept away and a new way of life emerging. He began his career as a journalist and continued to write for, and edit, weekly periodicals throughout his life, including *Household Words*. He used both his fictional writing and his journalism to raise public awareness of social problems in Victorian London, and

to press for reforms. He believed that many in London simply failed to 'see' the suffering around them and that it was his responsibility to bring it to their attention.

A passion for reform

In his novels, Dickens portrays London as a divided city where 'life and death went hand in hand, wealth and poverty stood side by side, repletion and starvation laid them down together'. He was shocked by the terrible living conditions of the poor, drawing attention to London's slums in his novels, *Oliver Twist* and *Bleak House*. The lack of sanitation in such areas was a particular concern and, in his journalism, he attacked the government ferociously for doing nothing to solve such problems.

In a preface to *Martin Chuzzlewit*, he wrote of how 'he had taken every available opportunity to showing the want of sanitary improvements in the neglected dwellings of the poor'. He published a number of articles on the subject in *Household Words* and gave a speech to The Metropolitan Sanitary Association

attacking slum landlords. By the 1850s Dickens had come to believe that it was poor housing which directly caused the illnesses – physical and mental – of the poor.

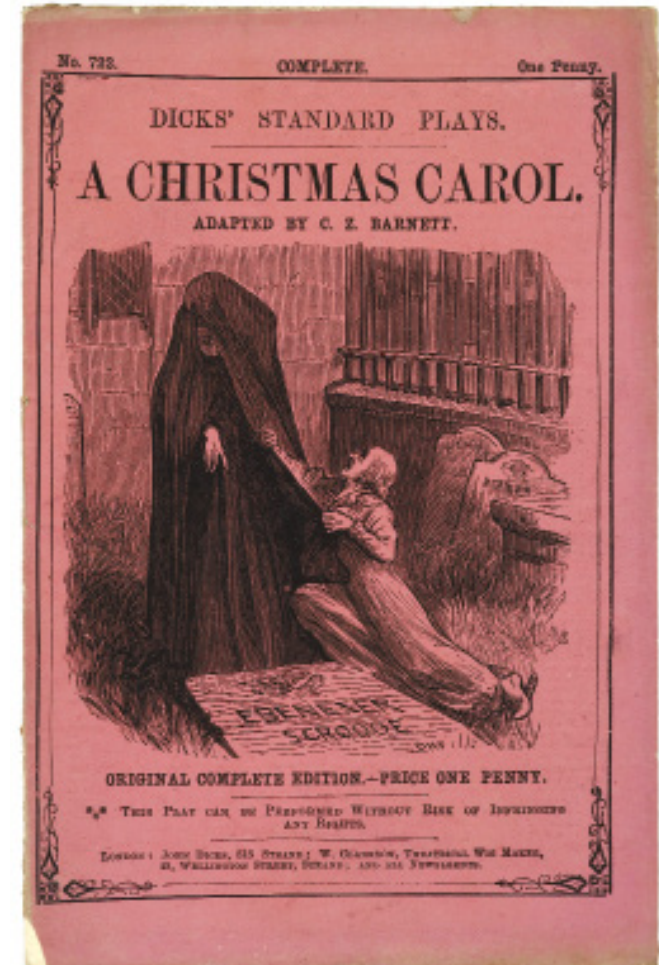
Inspiration from childhood

Dickens' concern for vulnerable children is evident in several of his novels, notably *Oliver Twist*, *Bleak House* and *David Copperfield*, the latter drawing heavily on his own experience in the blacking factory. In 1843, his visit to a ragged school in Saffron Hill (near to where Farringdon tube station is today) had a profound impact on him, especially when he observed the children there. He noted them as being 'unutterably ignorant' and was inspired to write *A Christmas Carol*.

Charitable activity and social reform

Dickens' own charitable activities included raising funds and campaigning for the Hospital for Sick Children in Great Ormond Street, which he saved from closure. Together with the banking heiress, Angela Burdett Coutts, he established Urania Cottage, a safe house in Shepherd's Bush for young women who had become involved in crime and prostitution where they were given training to help them find work.

In the year of Dickens' death, 1870, the Elementary Education Act was finally passed. Dickens had supported the need for this change, which led to a system of teacher training, the setting up of Board Schools and the implementation of compulsory schooling. As with other social reforms, it can be argued that Dickens' writing had helped to drive this change. He clearly recognised that direct intervention by the government was needed to achieve tangible results. However, he continually stressed that it was the responsibility of individuals in society to assist those around them to the best of their ability and means.



A CHRISTMAS CAROL, 1883
John Dicks © Museum of London

The Other Side of Dickens

Dickens has made huge contributions to British society and culture through his literature and charitable activities. Nonetheless, like many Victorians, Dickens held problematic views on race which must not be overlooked.

During the Victorian era, many tried to justify the morality of British imperialism and the institutionalised enslavement of Africans. Dangerous and false information supported by pseudoscience was used to convince society that non-white people were inferior to white people. Sadly, these beliefs became generally accepted in Victorian Britain.

Whilst records show that Dickens was appalled by the violence of slavery, a number of his works, speeches, and letters included derogatory terms and attitudes to non-white people. For example, the character 'Fagan' in *Oliver Twist* has been widely noted as deeply anti-Semitic. In a speech, Dickens also

argued the need for the "extermination" of the Indian race (Storey and Kathleen, 1995; Dickens, 1960, p.284).

Despite Dickens' lasting contribution to British society we have to acknowledge his problematic views on race.

Definition to consider: Pseudoscience

RECOMMENDED READING:

Science, race relations and resistance. Britain 1870–1914

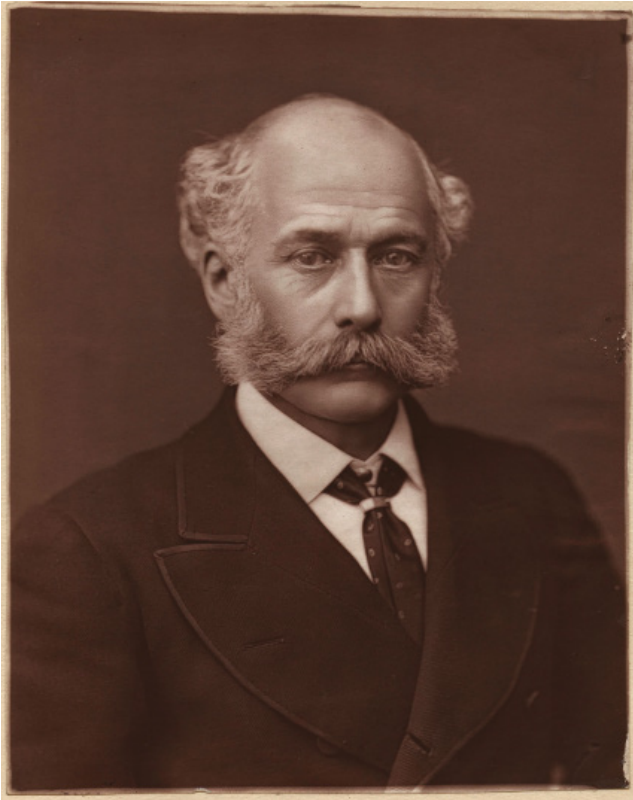
Kathleen Mary Tillotson and Graham Storey, The British Academy/The Pilgrim Edition of *the Letters of Charles Dickens*, Vol. 8: 1856–1858

The Speeches of Charles Dickens, K.J. Fielding, Ed., Clarendon Press, Oxford, 1960

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JOSEPH BAZALGETTE (1819–1891)



JOSEPH BAZALGETTE, 1877 OR BEFORE
Lock & Whitfield © National Portrait Gallery, London

Early career

Joseph Bazalgette (1819–1891) was born in Enfield. His career as a railway engineer led him to set up his own consulting practice in London in 1842, when he became involved in the expansion of the railway network.

A new role in sanitation

Up until this period, most London houses had cesspits under their ground floors, which were emptied by 'night soil collectors'. By the 1840s, the contents of these frequently overflowed so the newly established Metropolitan Commission of Sewers ordered that they be closed. Sewage was diverted into open drains in the street, eventually flowing into the River Thames. Bazalgette was appointed assistant surveyor to the Commission in 1849, taking over as engineer three years later. In 1856, he was appointed chief engineer to the Commission's successor, the Metropolitan Board of Works.

Crisis point

In the mid-1800s London suffered several cholera outbreaks, killing thousands of Londoners. Although a physician, Dr John Snow, had published a paper in 1849 putting forward the theory that cholera was spread by contaminated drinking water, the generally accepted medical view was that it was caused by foul air. The problem of the stench from the raw sewage in the Thames reached a crisis point during the hot summer of 1858. It was so overwhelming that Parliament was forced to act, approving the construction of a new sewer network, devised and overseen by Bazalgette, which is still in use today.

Construction on a grand scale

Bazalgette oversaw the construction of nearly 2,000 kilometres of street sewers, to replace the open drains, and over 100 kilometres of underground brick main sewers, into which the sewage was channelled, transporting it eastwards where it could be pumped into the Thames and carried away by the tide.

The scheme involved building pumping stations at Deptford (1864), Crossness (1865), Abbey Mills (in the River Lea valley, 1868) and on the Chelsea Embankment (1875).

Unfortunately these pumping stations continued to pump raw sewage into the Thames. It wasn't until John Snow

published evidence linking a cholera outbreak in Soho in 1854 with water from a pump contaminated by a leaking cesspit that his theory began to gain wider acceptance. It took a public outcry following the sinking of a pleasure steamer in 1878 close to a major sewage outflow, when many passengers were poisoned rather than drowned, for riverside sewage treatment facilities to be built. However, Bazalgette's sewers removed the source of the contamination to London's water supplies, virtually eliminating cholera.

Changing the face of the Thames

In addition to providing cleaner air and water, Bazalgette's sewers also changed the physical appearance of London's riverside. New embankments, with curved river walls, were built on the Thames to protect and conceal the sewers constructed to divert the sewage along the foreshore to the pumping stations. By 1870, both the Albert and the Victoria Embankments had been opened, with reclaimed ground for riverside roads and gardens. The Chelsea Embankment was completed in 1874.



THE CONSTRUCTION OF THE VICTORIA EMBANKMENT, 1865

Edward Angelo Goodall © Museum of London

ELIZABETH GARRETT ANDERSON (1836–1917)



ELIZABETH GARRETT ANDERSON, 1889
Walery © National Portrait Gallery, London

A privileged childhood

Elizabeth Garrett (1836–1917) was born in Whitechapel. Her father was a successful businessman and was able to send all 12 of his children to good schools. Garrett herself went to the Boarding School for Ladies in Blackheath, where her lessons included English Literature, German, French and Italian. Her family expected her to marry a wealthy man and to live the life of a lady, but after meeting Elizabeth Blackwell, the first American woman to qualify as a doctor, she was determined to follow in her footsteps.

A pioneering career in medicine

Women doctors were unheard of in Victorian Britain and her applications to medical schools were rejected. Undeterred, Garrett trained as a nurse at Middlesex Hospital, attended classes intended for male student doctors, and in 1865 passed exams that qualified her to practice as a doctor – the first woman in Britain to do so. The Society of Apothecaries immediately changed its rules so that other women could not follow the same route.

However, as a woman, Garrett could not take up a medical post in any hospital. So in late 1865, she opened her own practice in Berkeley Street, London. At first, patients were scarce but the practice gradually grew. With financial help from her father, she established St Mary's Dispensary for Women in 1866, so that poor women could receive medical help from a qualified practitioner of the same gender. The dispensary was re-named the New Hospital for Women in 1872 (and the Elizabeth Garrett Anderson Hospital for Women after her death), and was the first hospital staffed entirely by women.

Ineligible to study for a medical degree in Britain, Garrett learned French and studied at the University of Sorbonne, Paris, obtaining her degree in 1870. In the same year she was elected to the first London School Board and was made one of the visiting physicians of the East London Hospital for Children, becoming the first woman in Britain to be appointed to a medical post, even though the British medical authorities refused to recognise her medical degree. It was here that she met businessman James Anderson whom she married in 1871.

Paving the way for other women

In 1873 Garrett Anderson gained membership of the British Medical Association, remaining the only female member for 19 years, as the Association voted against the admission of any further women. She worked steadily at the development of the New Hospital for Women and, from 1874, at the creation of the London School of Medicine for Women. Garrett Anderson's determination had paved the way for reform and in 1876 the government passed an act that permitted women to become doctors. London University (now University College London) accepted women to study for medical degrees from 1877.

Garrett Anderson retired from medicine in 1902 and moved from London to the coastal town of Aldeburgh in Suffolk. However, she continued to fight for women's rights, became a suffragette and was appointed mayor of Aldeburgh, and the first female mayor in England, in 1908.

LESSON 3: HOW DID VICTORIAN SOCIAL REFORMERS IMPROVE THE LIVES OF LONDONERS?

ACTIVITIES

STARTER

What do we mean by social reform?

This activity will introduce students to the abstract historical term 'social reform'.

Project a definition of social reform on the whiteboard. For example: social reform is a movement that aims to bring about changes to some aspects of society.

What do students think this means?

MAIN

Who were some of the key social reformers in Victorian London?

Explain that in this lesson students will be finding out about Victorian social reformers – people who also tackled some of the social problems in Victorian London and tried to change Victorian Londoners' lives for the better. They will be exploring the methods that these reformers used to bring about change and assessing how successful they were.

You could use the BBC Class Clip at this point to revisit the work of Charles Booth and to introduce Octavia Hill and her concerns:

www.bbc.co.uk/bitesize/clips/zj7gd2p

Divide the classroom into four separate 'workstations' each with a name card of one of the social reformers on it and copies of their biography (Resource 3.1 page 50) (and additional materials, if sourced). Explain that these are introductions to just four of the many remarkable social reformers in Victorian London.

Divide students into pairs and give each individual student a copy of the activity sheet Resource 3.2 *Victorian social reformers: Fact file* (page 63). The pairs of students can circulate around the different workstations investigating the biographies (and additional materials if sourced).

After reading each biography with their partner, students can fill out a section on the fact file sheets, including shading in the number of stars they would award the reformer for his or her achievements.

Draw on the information given in *Setting the Scene* (page 42) to deepen the students' knowledge and to answer any questions they may have.

Note: You may decide that there is sufficient material here for two lessons. In that case, you could study Charles Dickens and Octavia Hill in one lesson, and Joseph Bazalgette and Elizabeth Garrett Anderson in the other. You could include additional material such as this short film about Octavia Hill in the first lesson:

http://www.octavia.org.uk/our_roots/octavia_hill

and this BBC clip in the second:

www.bbc.co.uk/programmes/p00wf36j

Differentiation opportunities

Less able students may need support with the vocabulary used in the biographies and with completing the fact file sheets.

Depending on the number of lessons allocated to the task, most students can be expected to complete 'fact files' on all four reformers, but some students could complete fewer.

More able students could be given copies of the more detailed biographies in the 'Setting the Scene' notes instead of the student biographies, or links to websites to explore, in order to add greater detail to their 'fact files'. For example:

Octavia Hill:

www.historyofsocialwork.org/eng/details.php?canon_id=135

Charles Dickens:

www.victorianweb.org/authors/dickens/dickensbio1.html

Joseph Bazalgette:

<https://blog.sciencemuseum.org.uk/joseph-bazalgette-londons-sewer-king/>

Elizabeth Garret Anderson:

www.bbc.co.uk/history/historic_figures/garrett_anderson_elizabeth.shtml

PLENARY

Students report back on the different star ratings they gave to the reformers for improving the lives of Victorian Londoners. Collate the findings. Which reformer has been rated the highest? Does everyone agree that he/she should be? Why or why not?

What were some of the social changes that the individual reformers helped to bring about? For example, improved housing, sanitation, healthcare, the preservation of open spaces, improvements in education.

Which reformer do they think has the most impact on the lives of Londoners today?

Can students suggest a list of criteria that could be used to judge the success of a London social reformer?

Make a list of ideas on the board. For example, they directly improved the lives of lots of Londoners, they changed the way lots of people thought to bring about change, they had had a lasting impact on London.

Optional activity

Discuss Victorian attitudes towards race as a part of social reform. You may want to ask, “was racism recognised as a societal issue, as it is now?” and “who determines what a social problem is?” Consider this in the context of social reformers like Charles Dickens and other prominent figures of the time.

Homework idea

Give students a list of other Victorian reformers who are associated with London. They can choose one of these to find out about. They should write his or her biography, in a similar style, and of a similar length to those of the four key reformers used in the lessons. They should include an evaluation of his or her achievements.

Suggested reformers include:

- ♦ **Florence Nightingale:** pioneer of modern nursing.
- ♦ **Dr Thomas Barnardo:** founder of homes for destitute children.
- ♦ **William and Catherine Booth:** founders of the Salvation Army.
- ♦ **William Cuffay:** one of the leaders of the Chartist movement for political reform.
- ♦ **Beatrice Webb:** one of Booth’s assistants, worked and argued for the introduction of the welfare state.
- ♦ **Edwin Chadwick:** worked to improve public health and sanitation.
- ♦ **Annie Besant:** prominent socialist who campaigned on behalf of several causes including women’s rights and workers’ rights.
- ♦ **Dr John Snow:** physician whose research into the causes of cholera led to advances in public health.
- ♦ **Angela Burdett-Coutts:** wealthy philanthropist who gave financial support to a wide range of causes and charities in London.
- ♦ **Benjamin Disraeli:** Prime Minister who concentrated on social reform, for example laws to prevent the exploitation of workers and to recognise trade unions.
- ♦ **Anthony Ashley Cooper, seventh Earl of Shaftesbury:** Tory philanthropist who fought for the protection of child workers, improvements in public health, and proper treatment for people with learning disabilities.

Differentiation

Less able students could write a short paragraph about their chosen reformer.

More able students could write a more extended biography and evaluation of the chosen reformer’s work, comparing and contrasting his or her achievements with those of one of the reformers studied in the lesson.

LESSON 3: HOW DID VICTORIAN SOCIAL REFORMERS IMPROVE THE LIVES OF LONDONERS?

RESOURCE 3.1: BIOGRAPHIES



Octavia Hill (1838–1912)

Octavia Hill was born in Cambridgeshire but moved to London with her family as a child. She didn't go to school but was taught at home by her mother, who had been a governess. After reading about the lives of the poor in London, she became involved in charity work from an early age. She made toys for ragged school* children and, by the age of 14, was asked to take charge of a workroom producing toys, helping to provide employment for older children and women.

Hill's work as a social reformer started in the 1860s. Shocked by the condition of slum housing and uncaring landlords, Hill persuaded a wealthy friend to take on the lease of three properties in Marylebone. After they had been repaired, Hill let the properties out to tenants on low incomes. She and her female assistants collected the rent every week and also gave support to the tenants. She was so

successful that other investors became involved and, by 1874, she was managing 15 housing schemes housing 3,000 tenants.

Another of Hill's concerns was easy access to open spaces and clean air for people living in all parts of London. She campaigned for children's playgrounds, and helped to save Hampstead Heath and Parliament Hill Fields from being built on. Other open spaces that Hill helped to preserve for Londoners include churchyards in Soho, Camden, Waterloo and Bethnal Green, Postman's Park in the City of London and Telegraph Hill Park in New Cross. She was the first person to use the term 'green belt' for the countryside around London and one of the founders of the National Trust, set up to preserve places of historic interest or natural beauty for the enjoyment of the British public. She was a founder member of a charity which organised grants and pioneered a home-visiting service that



OCTAVIA HILL, C 1899
John Singer Sargent © National Portrait
Gallery, London

*ragged school: a school set up by a charity to educate very poor children for free

LESSON 3: HOW DID VICTORIAN SOCIAL REFORMERS IMPROVE THE LIVES OF LONDONERS? RESOURCE 3.1 CONTINUED



formed the basis for modern social work.

Extract from *Homes of the London Poor*, Octavia Hill, 1883

“There is perhaps no need of the poor of London which more prominently forces itself on the notice of anyone working among them than that of space...

I go into the back-yards, and how I long to pull down the flat blank wall darkening the small rooms, or to push it back and leave a little space for drying clothes, for a small wash-house...I go sometimes on a hot summer evening into a narrow paved court, with houses on each side. The sun has heated them all day, till it has driven nearly every inmate out of doors. Those who are not at the public-house are standing or sitting on their door-steps, quarrelsome, hot, dirty; the children are crawling or sitting on the hard hot stones till every corner of the place looks alive, and it seems as if I must step on them, do what I would, if I am to walk up the court at all. Everyone looks in everyone else's way, the place echoes with words not of the gentlest.”

LESSON 3: HOW DID VICTORIAN SOCIAL REFORMERS IMPROVE THE LIVES OF LONDONERS? RESOURCE 3.1 CONTINUED

William Cuffay (1788–1970)



WILLIAM CUFFAY (Lithographic print circa 1848)
National Portrait Gallery, London

Early Life

William Cuffay (1788-1870) was a tailor, born on a merchant ship in the West Indies. His father was a naval cook from St Kitts, and had formerly been enslaved. He was raised in Chatham, Kent where his family later settled. Cuffay grew up to become a journeyman tailor. A journeyman is a worker skilled in a given trade or craft (tailoring in this case) who has successfully completed an official apprenticeship qualification. However, in 1834, he lost his job when the New Tailors' Union went on strike.

Charter Movement

In 1839, Cuffay helped form the Metropolitan Tailors' Charter Association, where he became a leading figure in the Chartist movement. He was later voted president of the London Chartists in 1842. Cuffay helped plan an uprising in London after the Chartist's third petition to Parliament was rejected. He was arrested and sentenced to deportation to Tasmania for 21 years.

Master and servant law

Three years after arriving in Tasmania, all prisoners were pardoned. However, Cuffay decided to stay, carrying on his trade as a tailor. Here he became involved in radical politics and trade union issues. This led to him playing an important role in persuading the colony authorities to amend the Master and Servant Law to provide more rights for workers. Cuffay died in poverty in July 1870.

LESSON 3: HOW DID VICTORIAN SOCIAL REFORMERS IMPROVE THE LIVES OF LONDONERS?

RESOURCE 3.1 CONTINUED



Charles Dickens (1812–1870)

Charles Dickens was born in Portsmouth but moved to London with his family when he was a child. When he was 12 his father was sent to prison because he was in debt and the young Dickens was sent out to work. Although his father was later released and Dickens went back to school, the experience affected him very deeply.

Dickens is best known as a novelist but he began his career as a journalist and continued to write for, and edit, news magazines throughout his life. He used both his fictional writing and his journalism to raise public awareness of social problems in Victorian London, and to press for reforms.

Dickens was shocked by the terrible living conditions of the poor and drew attention to London's slums in his novels such as *Oliver Twist*. He published a

number of articles on the subject and gave a speech attacking slum landlords. His concern for vulnerable children can be seen in several of his novels. He was very critical of the lack of education for poor children and supported the need for educational change. In 1843, he visited a ragged school* in Saffron Hill (near to where Farringdon station is today) which inspired him to write *A Christmas Carol*.

Dickens also helped to raise funds and campaigned for the Hospital for Sick Children in Great Ormond Street. He supported charities such as the Shoeblack Society which set up schools and provided a trade for homeless children. Together with Angela Burdett Coutts, a wealthy philanthropist**, he established Urania Cottage, a safe house in Shepherd's Bush for young women who had become involved in crime and prostitution where they provided training to help them find work.



CHARLES DICKENS, 19TH CENTURY
© Museum of London

*ragged school: a school set up by a charity to educate very poor children for free

**philanthropist: someone who helps others, often by donating large amounts of money to good causes

LESSON 3: HOW DID VICTORIAN SOCIAL REFORMERS IMPROVE THE LIVES OF LONDONERS?

RESOURCE 3.1 CONTINUED



Extract from *A Christmas Carol* (1843)

“From the foldings of [the Spirit’s] robe, it brought two children; wretched, abject, frightful, hideous, miserable. They knelt down at its feet, and clung upon the outside of its garment.

They were a boy and a girl. Yellow, meagre, ragged, scowling, wolfish; but prostrate, too, in their humility. Where graceful youth should have filled their features out, and touched them with its freshest tints, a stale and shrivelled hand, like that of age, had pinched, and twisted them, and pulled them into shreds...

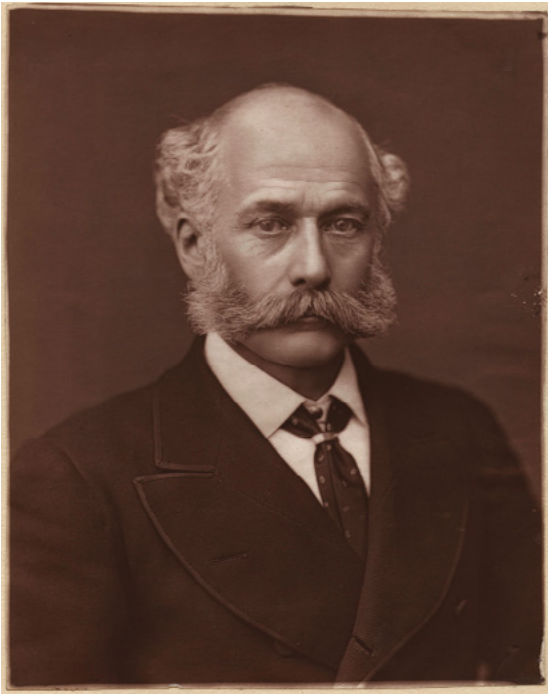
‘This boy is Ignorance. This girl is Want,’ [cried the Spirit]”

LESSON 3: HOW DID VICTORIAN SOCIAL REFORMERS IMPROVE THE LIVES OF LONDONERS?

RESOURCE 3.1 CONTINUED



Joseph Bazalgette (1819–1891)



JOSEPH BAZALGETTE, 1877 OR BEFORE
Lock & Whitfield © National Portrait Gallery,
London

Joseph Bazalgette was born in Enfield and lived in London all his adult life. He began his career as a railway engineer and in 1842 he set up his own business in London, becoming involved in the expansion of the railway network. In 1856 he was appointed chief engineer to the Metropolitan Board of Works, which included responsibility for London's sewage disposal.

At this time raw sewage flowed into the River Thames, which also supplied water for street pumps. There were regular outbreaks of cholera which killed thousands of Londoners. This was caused by the polluted drinking water, but most people at the time believed it was caused by foul air. The problem of the stench from the raw sewage in the Thames reached a crisis point during the hot summer of 1858 – this was known as 'The Great Stink'.

Parliament approved the construction of a new sewer network, designed and overseen by Bazalgette. He constructed 2,000 kilometres of street sewers and

over 100 kilometres of underground brick main sewers that are still in use today. Sewage was transported east of London where it could be pumped into the Thames and carried away to sea by the tide. The scheme involved building four pumping stations and also embankments*, such as the Chelsea Embankment, to hide the riverside sewers.

Bazalgette's sewers not only removed the stench of raw sewage from London but also the source of the contamination to London's water supplies. This ended the cholera outbreaks and other major threats to Londoners' lives and health, such as typhoid fever.

"[The principle, in building a sewer system, was] of diverting the cause of the mischief to a locality where it can do no mischief."

Joseph Bazalgette. Quoted in *On the Drainage of Lands, Towns, & Buildings*, George Dempsey & Daniel Clark, 1887.

*embankment: a man-made mound of earth or stone that holds back a river or supports a road

LESSON 3: HOW DID VICTORIAN SOCIAL REFORMERS IMPROVE THE LIVES OF LONDONERS?

RESOURCE 3.1 CONTINUED

Elizabeth Garrett Anderson (1836-1917)



ELIZABETH GARRETT ANDERSON, 1889
Walery © National Portrait Gallery

Elizabeth Garrett was born in Whitechapel, in the East End of London. Her father was a successful businessman and was able to send all 12 of his children to good schools. After meeting Elizabeth Blackwell, the first American woman to qualify as a doctor, Garrett was determined to follow in her footsteps.

Because she was a woman, her applications to medical schools were all rejected. So instead Garrett trained as a nurse at Middlesex Hospital and attended classes intended for male student doctors. In 1865 she passed her exams and became the first woman in Britain to qualify as a doctor.

In 1866 Garrett established St Mary's Dispensary* for Women in Bloomsbury, so that poor women could receive medical help from a female doctor. The dispensary was re-named the New Hospital for Women in 1872 (and the Elizabeth Garrett Anderson Hospital for Women after her death), and was the first hospital where all the staff were women.

As she was not allowed to study for a medical degree in Britain, Garrett went to study in Paris where she gained her degree in 1870. In the same year she was elected to the first London School Board** and the first woman in Britain to be appointed to a medical post when she was made one of the visiting physicians at the East London Hospital for Children. It was here that she met her husband, James Anderson, whom she married in 1871.

In 1873 Garrett Anderson became the first woman member of the British Medical Association. She continued to work at developing the New Hospital for Women, and (from 1874) at the creation of the London School of Medicine for Women.

In 1876 the government finally passed an act that allowed women to become doctors.

*dispensary: a clinic which gives out medicines and medical aid

** School Board: The Education Act of 1870 made schooling compulsory up to the age of 12. Locally elected School Boards ran the schools that became known as Board Schools.

LESSON 3: HOW DID VICTORIAN SOCIAL REFORMERS IMPROVE THE LIVES OF LONDONERS?

RESOURCE 3.1 CONTINUED

"I asked my father what there was to make doctoring more disgusting than nursing, which women were always doing, and which ladies had done publicly in the Crimea. He could not tell me.

When I felt rather overcome with my father's opposition, I said as firmly as I could, that I must have this or something else, that I could not live without some real work."

Elizabeth Garrett Anderson

LESSON 3: HOW DID VICTORIAN SOCIAL REFORMERS IMPROVE THE LIVES OF LONDONERS?

RESOURCE 3.2: FACT FILE: VICTORIAN SOCIAL REFORMERS

Name:

Dates of birth and death:

London concerns: (circle all that apply):

housing sanitation education health
open spaces women clean air children
poverty medical care

other

Achievements:

Name:

Dates of birth and death:

London concerns: (circle all that apply):

housing sanitation education health
open spaces women clean air children
poverty medical care

other

Achievements:

Star rating for changing the lives of Victorian Londoners



Star rating for changing the lives of Victorian Londoners

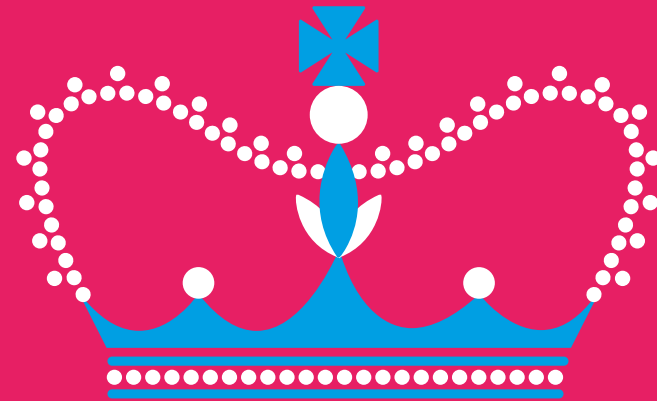


EXPLORE

Students will visit a museum, historic site, open space, or go on a guided walk, in order to gain a deeper insight into the social problems created by the rapid expansion and industrialisation of London in the 1800s. They will find out more about the impact of Victorian social reformers, both within their historical context and on the lives of Londoners today.

Explain the Connect activity prior to your visit so that students have a specific focus for information and evidence gathering. Students should be organised into groups that they will work with during the visit, and will remain in for the Connect activity.

These resources include suggestions for different visits, including how some could be combined on the same day trip.



EXPLORE

FIND OUT MORE ABOUT SOCIAL PROBLEMS IN VICTORIAN LONDON



THE BIG IDEA

Students will gain a deeper, concrete insight into the social problems created by the rapid expansion and industrialisation of London in the 1800s by visiting a museum, historic site, open space, or going on a guided walk.



LEARNING OBJECTIVES

All students will use museums and/or historic sites in order to widen their knowledge of Victorian London, the need for social reform and the work of one or more social reformers.

Most students will investigate and interpret original archive material relating to Victorian London such as artefacts, images and documents. Most students will increase their familiarity with different methods of interpretation used by museums and historic sites.

Some students will be able to place the lives of Victorian reformers within a wider historical context and recognise change and continuity in London's history.



RESOURCES

- ♦ Cameras or mobile phones (one per group)

Visit one:

- ♦ **Resource E1:** Social problems in Victorian London (one per student)
- ♦ Cameras or mobile phones (one per group)

Visit two:

- ♦ **Resource E2:** Octavia Hill: Improving life for Londoners (one per student)
- ♦ Cameras or mobile phones (one per group)

N.B. If you are visiting a museum, check whether photography is allowed in the galleries. If it is, remind students to switch off the flash.

EXPLORE

VICTORIAN LONDON



RESOURCES CONTINUED

Optional

Visit 1:

Both museums have created several activity sheets for self-guided visits that you can download and print out for students. For links to these, visit:

www.museumoflondon.org.uk/schools/museum-visits

Visit 2:

- ◆ Notebooks and/or sketchbooks (one per student)

Other visits:

Create your own activity or prompt sheets to support the different visits, as appropriate.

Alternatively give each student a notebook and/or sketchbook to record her/his findings.

Preparing for the visit

A pre-visit to your chosen venue is strongly recommended, as you can then ensure your students' time is focused on the most relevant areas. The learning staff at most sites will be happy to help you get the most out of your visit and can direct you to existing gallery materials.

N.B. If you are visiting a museum, check with the visitor assistants whether photography is allowed in the galleries. If it is, remind students to switch off the flash.

EXPLORE: VICTORIAN LONDON

VISIT 1: FIND OUT MORE ABOUT SOCIAL PROBLEMS IN VICTORIAN LONDON

Visit the Museum of London

150 London Wall, EC2Y 5HN

www.museumoflondon.org.uk/london-wall

The museum's People's City gallery explores how the rapid expansion of Victorian London created a city with deep divisions between rich and poor. Students can explore the social problems this created including poverty. Highlights include the Victorian Walk, a full-size reconstruction of a Victorian street with shops including a pawn broker's, and the interactive Booth display that enables students to explore the poverty maps using a touchscreen.

N.B. A visit to the Museum of London could be combined with lunch in Postman's Park, one of the open spaces in London that Octavia Hill helped to secure.

Visit the Museum of London Docklands

1 Warehouse, West India Quay, E14 4AL

www.museumoflondon.org.uk/museum-london-docklands

The museum's First Port of Empire gallery explores some of the social problems associated with the rapid expansion of Victorian London eastwards, following the construction of the docks. The Sailortown gallery is a full-size reconstruction of some of the narrow winding streets and alleys in Victorian Wapping.

Find out more: The Learning programme for secondary schools at the Museum of London includes the Dickens in Context study day. This combines a self-directed visit to the People's City gallery with an object handling and creative writing workshop and a gallery drama in the Victorian Walk.

The Learning programme for secondary schools at the Museum of London Docklands includes the Strike a Light! study day, focusing on the Match Girls'

Strike in 1888. The study day combines a self-directed visit to the First Port of Empire gallery with a gallery drama and an object handling workshop exploring living and working conditions in the Victorian East End.

To book a self-directed school visit, or a study day, complete the booking form on the museum's website:

www.museumoflondon.org.uk/schools/enquiries-and-booking

EXPLORE: VICTORIAN LONDON

VISIT 2: EXPLORE HOW OCTAVIA HILL IMPROVED LIFE FOR LONDONERS

Visit one or more of the open spaces that Octavia Hill helped to secure for Londoners

In addition to completing the pre-prepared worksheet (Explore activity sheet B), students can take photographs and/or film clips with their mobile phones to use in the Connect activity.

On a day trip, it should be possible to visit at least two of the open spaces; you may wish to choose ones that are of contrasting size and/or in different parts of London.

Alternatively you could combine a visit to an open space with a visit to another venue.

Find out more: London Gardens Trust contains detailed information on over 2,500 parks, gardens, squares, churchyards, cemeteries and other sites of historic interest across the whole of London, including those connected with Octavia Hill.

<https://londongardenstrust.org/conservation/inventory>

EXPLORE: VICTORIAN LONDON

VISIT 3: EXPLORE CHARLES BOOTH'S LONDON

Walk the same streets as Charles Booth

The Charles Booth Online Archive enables you to search the poverty maps using current postcodes.

<http://booth.lse.ac.uk>

The results show an image from the 1898/9 maps next to an image from a 2000 street map. Download both maps of the area around, or nearest to, the school. Using the maps, explore the area making notes of all the changes.



SECTION 25: BLOOMSBURY, HOLBORN AND
COVENT GARDEN

© Museum of London



SECTION 28: SPITALFIELDS, WAPPING
AND WHITECHAPEL

© Museum of London

EXPLORE: VICTORIAN LONDON

VISIT 4: EXPLORE JOSEPH BAZALGETTE'S LONDON

Visit the London Museum of Water & Steam at Kew Bridge

Green Dragon Lane, Brentford TW8 0EN

<https://waterandsteam.org.uk>

Housed in a former water pumping station, the museum re-opened after extensive redevelopment in Spring 2014. Inside the heritage building students can experience a matchless collection of working steam-powered engines – the oldest of which is an 1820 James Watt original – which pumped water to London's ballooning population from its opening in 1838 until well into the twentieth century. In the interactive Waterworks gallery classes

can walk through a Victorian sewer as well as engage with displays telling the gruesome story of the capital's struggle with cholera and Dr John Snow's discovery of the disease's hidden spread via Soho water pumps. They will be following in the footsteps of Charles Dickens, who visited in 1850 and was awestruck by the giants of technology he saw in motion here.

The Museum runs a key stage 3 industrial history session and are happy to deliver bespoke sessions

<https://waterandsteam.org.uk/learning/>

Visit Crossness Pumping Station, Belvedere Road, SE2 9AQ

www.crossness.org.uk

Built by Bazalgette as part of his sewage network for London, the Beam Engine House still contains the four original pumping engines, which have been restored by The Crossness Engines Trust. The Trust offers free guided tours for school groups on Tuesdays, which must be booked in advance.

To find out more about the Crossness Pumping Station, including a Teacher Resource Pack.

www.crossness.org.uk/learning.html

EXPLORE: VICTORIAN LONDON

VISIT 5: EXPLORE ELIZABETH GARRETT ANDERSON'S LONDON

Visit the Florence Nightingale Museum

2 Lambeth Palace Road, SE1 7EW

www.florence-nightingale.co.uk

Located in the grounds of St. Thomas's Hospital, the museum offers visits for secondary school students to support the study of medicine through time.

For more information on schools' visits to the Florence Nightingale Museum visit their secondary schools page:

www.florence-nightingale.co.uk/secondary-schools/

Visit the Chelsea Physic Garden

66 Royal Hospital Road, SW3 4HS

www.chelseaphysicgarden.co.uk

The oldest botanic garden in London, it was founded in 1673 by the Worshipful Society of Apothecaries for the purpose of training apprentices in identifying plants. The Garden can provide bespoke visits and teaching sessions, linked to the national curriculum and tailored to the needs of your class.

Visit the Royal London Hospital Museum

St. Philip's Church, Newark Street,
E1 2AA

www.bartshealth.nhs.uk/rhlmuseum

Housed in the former crypt of a Victorian church, the 19th-century section features an overview of healthcare in the East End of London together with sub-sections including nursing and Florence Nightingale, hospital expansion, Dr Barnardo and Victorian doctors.

To find out more, contact the Archivist:
rlharchives@bartshealth.nhs.uk



SCIENCE MUSEUM

Visit the Science Museum Exhibition Road, South Kensington, SW7 2DD

The *Glimpses of medical history* gallery depicts the work of doctors, dentists, opticians and surgeons through models and life-size reconstructions which illustrate developments in medical practice across the centuries. The medical scenes include operating theatres, pharmacies and optician practices through time.

http://bit.ly/learning_sciencemuseum

Take a walking tour of medical history in London

The Wellcome Trust's *Sick City* project gives audio tours of medical history in London which can be downloaded as an app.

<https://sickcityproject.wordpress.com>

Visit the Wellcome Trust

The Wellcome Collection brings to life Sir Henry Wellcome's vision of a place where people could learn more about the development of medicine through the ages and across cultures.

<https://wellcomecollection.org/visit-us>

EXPLORE: VICTORIAN LONDON

VISIT 6: EXPLORE CHARLES DICKENS' LONDON

Go on a London Walk

www.walks.com

The London Walks company offer guided private walks for school groups including Dickens' London and Darkest Victorian London. Walks last approximately two hours and can be tailored specifically to your group.

For more information about London Walks, including costs, contact the company:

www.walks.com/London_Walks_Home/Contact_London_Walks/default.aspx

Visit the Charles Dickens Museum

48 Doughty Street, WC1N 2LX

www.dickensmuseum.com

Housed in the Georgian townhouse that Dickens lived in between 1837–39, the museum has a collection of Dickens memorabilia including manuscripts, personal items and paintings. A visit for KS3 students includes a choice of two workshops and a self-guided exploration of the house following an activity trail.

To find out more about secondary learning at the Charles Dickens Museum visit:

www.dickensmuseum.com/learning/key-stage-three-and-key-stage-four/

N.B. A visit to the Charles Dickens Museum could be combined with lunch in St. George's Gardens, Camden, one of the open spaces in London that Octavia Hill helped to secure (Explore visit 2).

Visit the Ragged School Museum

46–50 Copperfield Road, E3 4RR

www.raggedschoolmuseum.org.uk

The museum is housed in the building which served as the largest free school for poor or 'ragged' children from 1877 to 1908. It offers facilitated role-play and/or object handling sessions in the Victorian classroom for SEN students at KS3. If you are a local school, there is a possibility of having a self-guided visit before 10.15 am or after 3pm.

For more information about visiting the Ragged School Museum visit:

www.raggedschoolmuseum.org.uk/overview/

EXPLORE: VICTORIAN LONDON

VISIT 7: EXPLORE VICTORIAN LONDON THROUGH ITS ART

See social reformers at the National Portrait Gallery

St Martin's Place, WC2H 0HE

Portraits of significant Victorians, including some of the reformers featured in this unit can be seen at the National Portrait Gallery. Examples are listed below, others can be researched on the National Portrait Gallery website.

www.npg.org.uk/

Octavia Hill, room 22

Florence Nightingale, room 23

Charles Dickens, room 24

Elizabeth Garrett Anderson, room 27

Please note it is worth checking these in advance of your visit as the pictures at the NPG are periodically moved.

Visit Tate Britain

Millbank, SW1P 4RG

The Victorian art at Tate Britain reflects the richness, complexity and challenges of Victorian life. A guide can be found here:

www.tate.org.uk/download/file/fid/4650

Visit The Foundling Museum

40 Brunswick Square, WC1N 1AZ

The Foundling Museum tells the story of the Foundling Hospital, a home for children established in the 18th century which continues today as the children's charity Coram. Art is a central part of the Foundling Hospital's story, beginning with the initial support of the artist William Hogarth. The museum runs a gallery-based workshop for schools exploring the history of the Foundling Hospital in the Victorian era, through the art of Victorian painters such as Emma Brownlow, who captured everyday life at the Foundling hospital, practical activities, discussion and debate.

<https://foundlingmuseum.org.uk/learning/schools-teachers/>

SOCIAL PROBLEMS IN VICTORIAN LONDON

RESOURCE E1



Look around the gallery. Make a list of three social problems that you can find evidence for. One example has been started for you.

Problem	Evidence
e.g Poverty	A photograph of...
1.	
2.	
3.	

Explore the reconstruction of a Victorian street. Make a list of adjectives to describe the **atmosphere** of the street.

Choose an **object** that is evidence of a **social problem** in Victorian London. Draw and label it below.

SOCIAL PROBLEMS IN VICTORIAN LONDON

RESOURCE E1 CONTINUED



Choose an object that is evidence of a social problem in Victorian London. Draw and label it below:

Imagine that you are a visitor to Victorian London. You are exploring a poor district at night. Use the information in the gallery and the reconstruction to help you imagine what you would see, hear and smell. Write a description of your walk below:

OCTAVIA HILL: IMPROVING LIFE FOR LONDONERS

RESOURCE E2



Find a place to sit quietly. Write a list of what you can see, hear and smell.

I can see...

I can hear...

I can smell...

How would you describe this space? Write three adjectives below.

1.

2.

3.

How do you think this space improves life for Londoners today? Write a sentence explaining your views below.

OCTAVIA HILL: IMPROVING LIFE FOR LONDONERS RESOURCE E2 CONTINUED

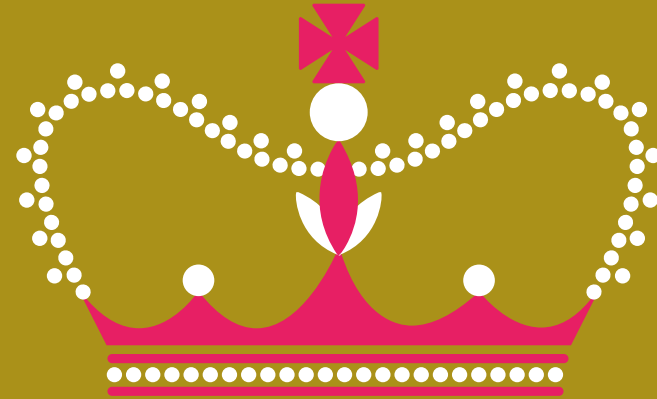


Imagine that you live in a slum house in Victorian London. You have come to this open space either alone or with your family. Write a description of your outing below. What does it mean to you to be able to come to a place like this?

Choose something that you think makes this space attractive. It could be natural or man-made. Draw and label it below.

CONNECT

In this section students will consolidate and extend what they have learnt and understood. They will create a group presentation using the evidence that they collected on their Explore visit, including activity sheets, notes and photographs, supplemented by evidence from additional research back in the classroom. They will evaluate the extent to which social reformers changed the lives of Victorian Londoners and their lasting legacy for Londoners today.



LESSON 4

SOCIAL REFORM IN VICTORIAN LONDON



BIG IDEA

Students will apply the knowledge they have gained, and organise the evidence they have collected, to devise and deliver a group presentation which could be in the form of a Prezi. They will reflect on what they have learned throughout the unit and recognise connections between past and present day London.



LEARNING OBJECTIVES

All students will prepare and present a group presentation.

Most students will select and organise appropriate evidence to use and develop their presentation skills. Most students will reflect upon what they have learned and make connections between the past and present.

Some students will recognise change and continuity between social problems in Victorian London and in London today.



RESOURCES

- ♦ Create a PowerPoint presentation including instructions for the presentation task, assessment criteria (if used) and questions to consider during the plenary. Also include the montage of images of social problems in present day London from Lesson 1.
- ♦ Optional: BBC clip
www.bbc.co.uk/bitesize/clips/zj7gd2p

LESSON 4: GROUP PRESENTATION: SOCIAL REFORM IN VICTORIAN LONDON

STARTER

Begin with a class discussion of the visit. For example:

- ♦ What did you enjoy the most/find most interesting?
- ♦ If you visited a museum, what methods of interpreting the past did you find most effective? (For example, displays of objects, reconstructions, interactive exhibits.)
- ♦ What new information did you find out about the social problems in Victorian London and/or the work of social reformers?
- ♦ What or who would you like to find out more about?

MAIN

Explanation of task

Explain that the students will work in small groups (4–6) using all their research from the lessons, homework tasks and their visit, to create a presentation on the problems faced by Victorian Londoners and the work of social reformers. It should focus on the social problems caused by industrialisation but could refer to other problems too. It could focus on one particular social problem, and the work of one reformer, or be more general and include the work of several reformers.

The presentation could take the form of a Prezi. If you have not already done so, you will need to sign up and create an account. If you, or the students, are unfamiliar with the software, there are several tutorials on the website.

<http://prezi.com/>

Suggest content that students could include in their Prezi. Some of this they have already collected but they will be expected to source and/or create new material.

For example:

- ♦ archive images e.g. from the Museum of London Picture Library
www.museumoflondonprints.com/
- ♦ photographs they took on their visit
- ♦ text they have written themselves
- ♦ quotations from archive materials eg from the Booth notebooks
<http://booth.lse.ac.uk/>
- ♦ maps eg a section of the Booth poverty map
<https://booth.lse.ac.uk/map/14/-0.1174/51.5064/100/0>
- ♦ diagrams and charts
- ♦ film clips taken on their visits
- ♦ short role-plays and/or interviews (either filmed or performed 'live' in front of an appropriate image used as a backdrop)

LESSON 4: SOCIAL REFORM IN VICTORIAN LONDON

To give students ideas for role-play you may like to show / show again the BBC clip of actors in role as Octavia Hill and Charles Booth:

www.bbc.co.uk/bitesize/clips/zj7gd2p

Students can stop and start the Prezi at any point to add commentary or 'live action'. Alternatively the Prezi can be set to play on the set path from start to finish.

Preparation

Students will need one or two lessons (plus homework) to prepare their Prezis (or whatever other presentation method you choose). Each group will then present to the rest of the class.

Presentations

Groups should present their Prezis to the rest of the class.

The presentations can be assessed either for individual contributions, or for group achievement. You could design a mark sheet so that students are aware of the criteria that you will use to assess them.

Students can be encouraged to give constructive oral feedback on each other's presentations. You may wish them to complete self-assessment forms for their presentations, and/or for the unit as a whole.

Differentiation:

You may wish to give each group guidelines as to how many frames their group should create for their Prezi.

LESSON 4: HOW SUCCESSFUL WERE VICTORIAN SOCIAL REFORMERS?

UNIT PLENARY

End by revisiting the achievements of the different Victorian reformers.

- ♦ To what extent did they change the lives of Victorian Londoners?
- ♦ What impact does their work have on the lives of Londoners today?

What different methods did they use? For example, practical solutions, influencing public opinion through fiction and journalism, leading or supporting campaigns for government action, philanthropy and charity.

Show the slide from Lesson 1 with the montage of images representing social problems in London today.

- ♦ Are some of these the same as in Victorian London?
- ♦ Which ones are new or different?
- ♦ What methods do social reformers use today to bring about change?
- ♦ Which of these weren't available to Victorian reformers? (eg TV advertising campaigns, internet petitions, raising awareness on social media)
- ♦ How, as individual Londoners, can we make a difference and bring about change?

Homework idea

Students could use the knowledge they have acquired about social reformers, past and present, and apply this to their own lives. What do they think is the greatest social problem faced by young people living in their own part of London today? Ask them to imagine that they are going to make a short film about this problem to go on YouTube aimed at people their own age. Students should write a script for this including an introduction, two interviews and a conclusion in which they suggest what action should be taken by young people themselves to bring about change.

Differentiation

Less able students could create a poster as part of a campaign to change the social problem they have chosen.

More able students could write a more extended script to be broadcast as part of a television documentary.

Assessment questions and opportunities

Students' knowledge and understanding of the impact and extent of Victorian social reforms could be assessed by asking for an extended written response to the following question:

Q How far had social reforms improved the lives of Londoners by the end of the Victorian age? Give examples to support your points.

Answers can be assessed according to the level of sophistication and understanding, the extent to which points are extended and supported by evidence and how much has been inferred and concluded, from all three sections of the unit, including the visit. For example:

All students should be able to give an outline of some of the different social problems faced by Londoners in early Victorian London. They should be able to demonstrate a knowledge of some social reforms and describe how these improved the lives of Londoners.

Most students should demonstrate a good knowledge and understanding of different social problems faced by Londoners in early Victorian London, and describe how many of these were created by the industrialisation of the city. They should be able to demonstrate a good knowledge of different social reforms, and give specific examples of how these improved the lives of Londoners.

Some students should be able to demonstrate an excellent knowledge and understanding of different social problems faced by Londoners in early Victorian London, and an understanding of the causes of these including industrialisation and rapid population growth. They should demonstrate a knowledge of a range of different social reforms and assess the extent to which these improved the lives of Londoners. They should show an awareness that, in spite of improvements, there were still many social problems in early 20th-century London.

SUGGESTED FOLLOW-UP

Teachers and/or parents/carers could extend this sequence of lessons by visiting one of the many parks, cemeteries and other open spaces in and around London with the students.

Find out about the history of parks and other green spaces close to your school: <https://londongardenstrust.org/conservation/inventory/>

There are further suggestions of green spaces to visit, including details of visitor centres, at:

www.cityoflondon.gov.uk/things-to-do/green-spaces

Walk along the Chelsea Embankment

Constructed in 1874, the embankment is just over a mile long. Bazalgette's main sewer, taking waste from west London eastwards towards Beckton, runs beneath it. A map for a 1.6 mile walk, which could include a visit to the Chelsea Physic Garden and/or the Royal Hospital Museum, can be downloaded here:

www.rbkc.gov.uk/vmtours/chelseawalk/history_trail_map.pdf

Go on a London Walk

www.walks.com/London_Walks_Home/Contact_London_Walks/default.aspx

The website lists all the walks available, every day of the week.

Students could also visit one of the other museums suggested in the Explore section. For example:

The Museum of London

150 London Wall, EC2Y 5HN.

www.museumoflondon.org.uk/museum-london

The Museum of London Docklands

1 Warehouse, West India Quay, E14 4AL.

www.museumoflondon.org.uk/museum-london-docklands

The London Museum of Water and Steam

Green Dragon Lane, Brentford TW8 0EN.

<https://waterandsteam.org.uk>

The Royal London Hospital Museum

St. Philip's Church, Newark Street, E1 2AA.

www.bartshealth.nhs.uk/rlhmuseum

Students and teachers can find out more about the Industrial Revolution, Victorian London, and the work of social reformers, by visiting the following websites:

Museum of London learning resources

<https://www.museumoflondon.org.uk/schools/learning-resources>

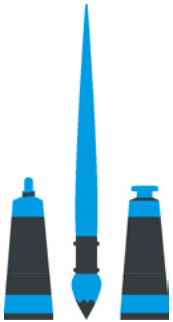
A comprehensive guide to the Poor Laws and the workhouse system, including a search facility for individual workhouses to enable users to find out about ones near where they live. Suitable for able readers to extend their knowledge and understanding by finding out about a connected topic.

www.workhouses.org.uk/

A clear explanation of the causes and consequences of the lack of adequate sanitation in Victorian London and the work of individual reformers including Edwin Chadwick and Dr John Snow.

www.sciencemuseum.org.uk/objects-and-stories/medicine/cholera-victorian-london

LINKS TO OTHER LONDON CURRICULUM SUBJECTS



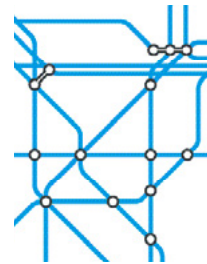
ART AND DESIGN

London People explores portraiture through the portraits of Londoners past and present. It features the story of the Foundling Museum, so a combined visit could explore Victorian London through its art.



MUSIC

City on the Move develops a composition inspired by travel across London so could be combined with the visit of any unit.



GEOGRAPHY

Mapping London explores the city through the medium of maps, including John Snow's cholera map of Soho.

Managing the Urban Environment considers the importance of green spaces for the city, so could be combined with an exploration of the impact of Octavia Hill.



ENGLISH

Tales of the River explores the work of a number of writers inspired by the River Thames including Charles Dickens and Oscar Wilde. The unit puts their writing in the context of the poverty and pollution of Victorian London.

Mysterious Metropolis focuses on Gothic novels and detective stories set in London, in the context, in part, of a Victorian fascination with the city's criminal underworld.

REFERENCES AND SUGGESTED READING

Liza Picard, *Victorian London: The Life of a City 1840-1870*, Phoenix, 2006

An account of the realities of everyday life in mid-19th century London including: how the very poor lived, the underworld, prostitution and crime, the public utilities – Bazalgette on sewers and road design, Chadwick on pollution and sanitation, private charities – Peabody, Burdett Coutts, and workhouses.

Alex Werner and Tony Williams, *Dickens' Victorian London, 1839-1901*, Ebury Press. 2012

Contains over 200 archive photographs of Victorian London.

**Henry Mayhew, *London Labour and the London Poor*, Wordsworth Classics, 2008
(first published 1851)**

A collection of interviews and observations of the lives of working people, first published by the journalist as a series of articles in the *Morning Chronicle*.

USEFUL LINKS

An account of the background to, and causes of, the Industrial Revolution in Britain.

www.bbc.co.uk/bitesize/guides/zvmv4wx/revision/1

A comprehensive account of the effects of the Industrial Revolution on cities including London.

<http://bit.ly/industrial-rev>

The Old Bailey (London's Central Criminal Court) website, which gives the historical background to its proceedings including a social history of 19th century London.

www.oldbaileyonline.org/static/London-life19th.jsp

The Charles Booth Online Archive is an invaluable resource, giving online access to archive material from the Booth collections of the Library of the London School of Economics and Political Science, and the Senate House Library. It includes an extended biography, searchable copies of the maps and digitised versions of some of the notebooks.

<http://booth.lse.ac.uk>

A detailed account of slum housing in late 19th century London.

www.victorianweb.org/history/slums.html

A comprehensive account of Octavia Hill's life and work.

<http://infed.org/mobi/octavia-hill-housing-and-social-reform/>

An article exploring the arguments for and against regarding Dickens as an influential social reformer.

www.bbc.co.uk/news/magazine-16907648

Biography of Joseph Bazalgette and his work including links to explanations of the causes and effects of Victorian London's cholera outbreaks and the work of Dr John Snow.

www.choleraandthethames.co.uk/cholera-in-london/the-big-thames-clean-up/

Detailed account of Elizabeth Garret Anderson's life and work.

www.bbc.co.uk/history/historic_figures/garrett_anderson_elizabeth.shtml

Explore the life and reign of Queen Victoria, in her childhood home at Kensington Palace.

www.hrp.org.uk/kensington-palace/history-and-stories/queen-victoria/

CREDITS

The GLA would like to thank the following organisations for their contribution:

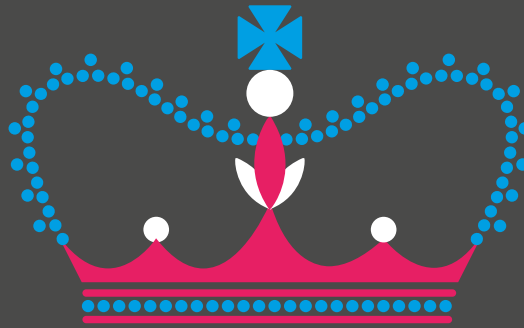


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'The London Curriculum Lessons are really different because we can see, touch and interact with our lessons.'

key stage 3 student

'I find the London Curriculum really interesting to teach and I think the children are really intrigued by the subject matter.'

key stage 3 teacher

'We've used all the sheets from the London Curriculum 'Explore' section and they're very high quality.'

key stage 3 teacher