VAUXHALL AND NINE ELMS
Past, Present and Future
Lesson Plans

Key Stage 2

Lesson ideas and notes for teachers
Notes for teachers

These lesson activities have been written to complement some of the content of the book *Vauxhall and Nine Elms: Past, Present and Future*.

There are three themes: **Design and build, Candles and Jobs.**

The activities are presented as a guide to the teacher and can be easily altered. They are designed to target as many subject areas as possible: history, geography, literacy, art, craft, design and technology. Relevant extracts from the Key Stage 2 National Curriculum programmes of study are detailed alongside the teachers’ notes for each lesson. The content and outcomes are suitable for pupils of 8-12 years old. They can be easily adapted by teachers to suit their own pupils. Ideas for further reading and extension activities are included in the notes for each lesson.

**Design and build**

1) **Design a logo**

Pupils start by reading page 4 of the text. The name Vauxhall is believed to have been derived from Falks de Breauté, a nobleman who lived there in the 13th century. His coat of arms included a griffin, a mythological winged creature with the head of an eagle and the body of a lion.

All Vauxhall cars and vans have a ‘griffin’ corporate logo / bonnet ornament. The company began as the Vauxhall ironworks in the 19th century. The first car was made in 1903 before the company relocated to Luton.

Pupils then explore a range of other corporate logos, marks, labels and insignia before designing one of their own.

2) **Build the waterfront**

Pupils browse the pages depicting the waterfront – past, present and future. They work in small groups to plan and build a model of the waterfront or iconic buildings of the waterfront in the era of their choice.

**Key Stage 2 National Curriculum**

**Art and design**

“Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design”.

**Design and technology**

“Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment].”

Further reading/references –

- see internet for origami and papier mâché ideas
- *The last blank canvas* Lucy Warwick Ching
  www.ft.com October 1012.
Vauxhall and Nine Elms
Past, Present and Future

Candles *

1) Reading
Pupils begin by reading page 9 of the text. Older/better readers can then read the information sheet, followed by a group discussion of the complex issues raised:

- Hand-made v factory made goods
- Child labour
- Abolition of the Slave Trade

Alternately the text can be retold to pupils by the teacher, or omitted.

2) Writing a poem
This activity is suitable for all age groups. The aim is to understand that the past has both differences to and connections with modern day life.

3) Writing a postcard
Pupils use the text, internet and other reference books to find out about a popular Victorian attraction. Then, imagining that they are a factory worker on a day trip, arranged by a ‘benevolent’ owner, construct and write a postcard to their parent/guardian/other describing the day in as much historical detail as possible.

Note – a postcard would have arrived home before the child!

*Candle Safety
www.prices-candles.co.uk/safety/safety_list.asp?group=all_grps

Further reading
www.prices-candles.co.uk//history/historydetail.asp

Key Stage 2 National Curriculum

History
“Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. Pupils should be taught about: ...

...a local history study

Examples (non-statutory)
a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.
Jobs

1) **Jobs in the construction industry**
   The pupils use research tools: (the internet, interviews with family members, reading books) to find out something about a range of construction jobs. They record their findings in a table.

2) **Jobs in the service industries: Factfile**
   The pupils each pick a job from those illustrated on pages 18 and 19 of the textbook. They use the research tools listed above to find out basic facts about the job and write a factfile.

3) **Hotseating jobs in the service industries**
   When everyone has finished their factfile they rehearse in pairs answering questions about each other’s chosen jobs. Then each pupil takes a turn in the hotseat, where each is asked two questions about the job. Pupils should be encouraged to role play, that is, answer as though they really do work in the new workplace.

**Further reading**
- [www.myworldofwork.co.uk/section/young-people](http://www.myworldofwork.co.uk/section/young-people)

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**Key Stage 2 National Curriculum**

**English**
“During years 5 and 6, teachers should continue to emphasise pupils’ enjoyment and understanding of language, especially vocabulary, to support their reading and writing. Pupils’ knowledge of language, gained from stories, plays, poetry, non-fiction and textbooks, will support their increasing fluency as readers, their facility as writers, and their comprehension. As in years 3 and 4, pupils should be taught to enhance the effectiveness of their writing as well as their competence.”

[www.gov.uk](http://www.gov.uk).
Design and build

Activity 1: Design a logo

Read page 4 in the textbook. For over a hundred years, the logo for Vauxhall Motors has featured the griffin from Falkes de Breauté’s coat of arms.

Here are some more logos, maker’s marks and insignia from the same area:
Design a logo

Your task is to design a new logo.

- **Planning**: what would you like to design? You could choose a logo for a new food, business, school, park, hospital – it’s up to you!

- **Materials** – you could use pencil, coloured pencils, felt tips or a computer drawing programme

- **Draw** your final design here:
Design and build

Activity 2: Build the waterfront

Look at the pictures of the Vauxhall and Nine Elms waterfront on pages 2 and 3. Your task is to build a model of the waterfront.

Planning:

- You can decide to build a copy of waterfront in any era - present, past or future
- You could choose to make just one iconic building or a longer stretch

Construction:

- You can use a range of materials, including:
  - Lego®
  - recycled newspaper, cardboard and plastic containers
  - straws
  - sugar paper
  - poster paints
  - PVA glue

Special techniques

- You could make buildings by folding paper (origami)
- You could make the land and river using papier maché

Safety

- Work carefully and safely
- Tidy up as you go along
**Build the waterfront: Design plan**

<table>
<thead>
<tr>
<th>Name</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>I am working together with</td>
<td></td>
</tr>
<tr>
<td>I am going to make</td>
<td></td>
</tr>
<tr>
<td>What materials am I going to use to build my model?</td>
<td></td>
</tr>
<tr>
<td>Which special techniques will I use?</td>
<td></td>
</tr>
<tr>
<td>How will I work carefully and safely?</td>
<td></td>
</tr>
</tbody>
</table>
Candles

Activity 1: Reading

Candles were first used in China over two thousand years ago. By the 1800s most people used candles to light their homes at night. There were three types:

Beeswax candles: These smelled nice but were too expensive. Only very rich people and the church could afford them.

Spermaceti candles: these were made from spermaceti, a waxy material found in sperm whales. They were even more expensive!

Tallow candles: These were made from old meat fat. They were smoky and smelly but affordable.

Candles were made by hand. Candle makers were called chandlers. Poorer people often made their own tallow candles at home, or went to sleep when darkness fell.

All this changed in the 1830s when the Wilson family established Price’s Candles Factory at Nine Elms. At first, Price’s candles were made using coconuts. Coconut palm trees don’t grow in Britain and the Price family bought a coconut plantation in Ceylon (Sri Lanka). A few years later they bought palm nut plantations in West Africa as well.

The Wilson family had an enormous influence on Victorian Britain – as industrialists, campaigners and reformers. They

- Developed industrial processes for making candles which everyone could afford to buy
- Helped to change how working people were treated. The family looked after the boys who worked in the factory, giving them food, baths, sports facilities, bible lessons and evening classes. (Later on the workers were relocated to a new model village near Liverpool)
- Created new trade with West Africa as an alternative to the Slave Trade. Many people bought Price’s candles because they wanted to support the anti slavery movement.
Candles

Activity 2: Writing a poem

In 1840, many people lit a candle to celebrate Queen Victoria’s wedding. Candles are still used on special occasions - Here are some examples:

- Birthday
- Special Dinner
- Christmas
- Chanukah
- Diwali
- Remembrance
- Puja

- Write a poem about a special occasion in your life

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Candles Activity 3: Writing a postcard

The Wilson family used to arrange outings for the boys who worked in the factory. Imagine you had gone on one of these day trips. Where would you go? What would you see?

- Use the internet to find a picture of a famous attraction in Victorian times

- Print the picture onto a piece of card, cut it out and write a message home on the back. It should look like this:

  - Royal Botanic Gardens (Kew)
  - The Crystal Palace
  - The Zoological Gardens
  - Margate

  Write your message home here
  Write an address here (not your real one)
  Date
My dearest Mother

I cannot tell you what great delights I have seen today. We were taken by the new railway to Sydenham Hill and there, among a crowd of many thousands, gazed in wonder at this amazing building made entirely of glass and iron! Inside are so many novelties that my head began to spin! Outside there are fountains playing and there is music everywhere.

We are to stay for a picnic in the open air and I will return on the train to Vauxhall by supper time.

Your most loving son
Edmund
Jobs

Activity 1: Jobs in the construction industry

These two people are archaeologists. They are pointing out the oldest pieces of wood in London! See page 3 to read more about it. Did you know that archaeologists work on all big building projects in London?

There will be a lot of building work going on in the Vauxhall Nine Elms area, with jobs for many people. But what will they be doing? Find out more about each job.

| Architect |   |
| Builder   |   |
| Carpenter |   |
| Electrician |   |
| Engineer  |   |
| Glazier   |   |
| Interior designer |   |
| Landscape designer |   |
| Plumber   |   |
| Security Guard |   |
| Site manager |   |
Jobs

Activity 2: Jobs in the service industries

Read pages 18 and 19 in the text book. Decide which job you might like to try out one day.

Then ask yourself these questions:

- What would I be doing?
- Would I need special qualifications?
- Where would I be working?
- Whom would I be working with?
- Is there something else I need to know?

Find out the answers using information from your teacher, family, books or the internet.

Write the answers in a factfile

**Factfile**

<table>
<thead>
<tr>
<th>Name of job</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>What I do</td>
<td></td>
</tr>
<tr>
<td>Place of work</td>
<td></td>
</tr>
<tr>
<td>Special qualifications and skills</td>
<td></td>
</tr>
<tr>
<td>People I work with</td>
<td></td>
</tr>
<tr>
<td>Other facts</td>
<td></td>
</tr>
</tbody>
</table>

Practise with a partner

- answer questions about your job and ask questions about theirs.

Hotseating - At the end of the lesson everyone will get a chance to be in the hotseat and answer questions about their job. (Hint: Try to role play

- act as though you really do have the job!)
**Glossary**

*Here* are some new words and their definitions. But they are mixed up! *Match* the right word to its meaning.

<table>
<thead>
<tr>
<th>chandler</th>
<th>a factory owner</th>
</tr>
</thead>
<tbody>
<tr>
<td>griffin</td>
<td>a technique invented in Japan for folding paper to make 3D shapes</td>
</tr>
<tr>
<td>industrialist</td>
<td>someone who studies the impact of humans in the past</td>
</tr>
<tr>
<td>spermaceti</td>
<td>a design or symbol used to identify something</td>
</tr>
<tr>
<td>tallow</td>
<td>a waxy liquid found in the head of sperm whales</td>
</tr>
<tr>
<td>logo</td>
<td>A new community built for factory workers, often away from any towns</td>
</tr>
<tr>
<td>archaeologist</td>
<td>a person who makes candles</td>
</tr>
<tr>
<td>model village</td>
<td>a mythical animal with the wings and head of an eagle and the body of a lion</td>
</tr>
<tr>
<td>origami</td>
<td>a mixture of animal fats</td>
</tr>
</tbody>
</table>