



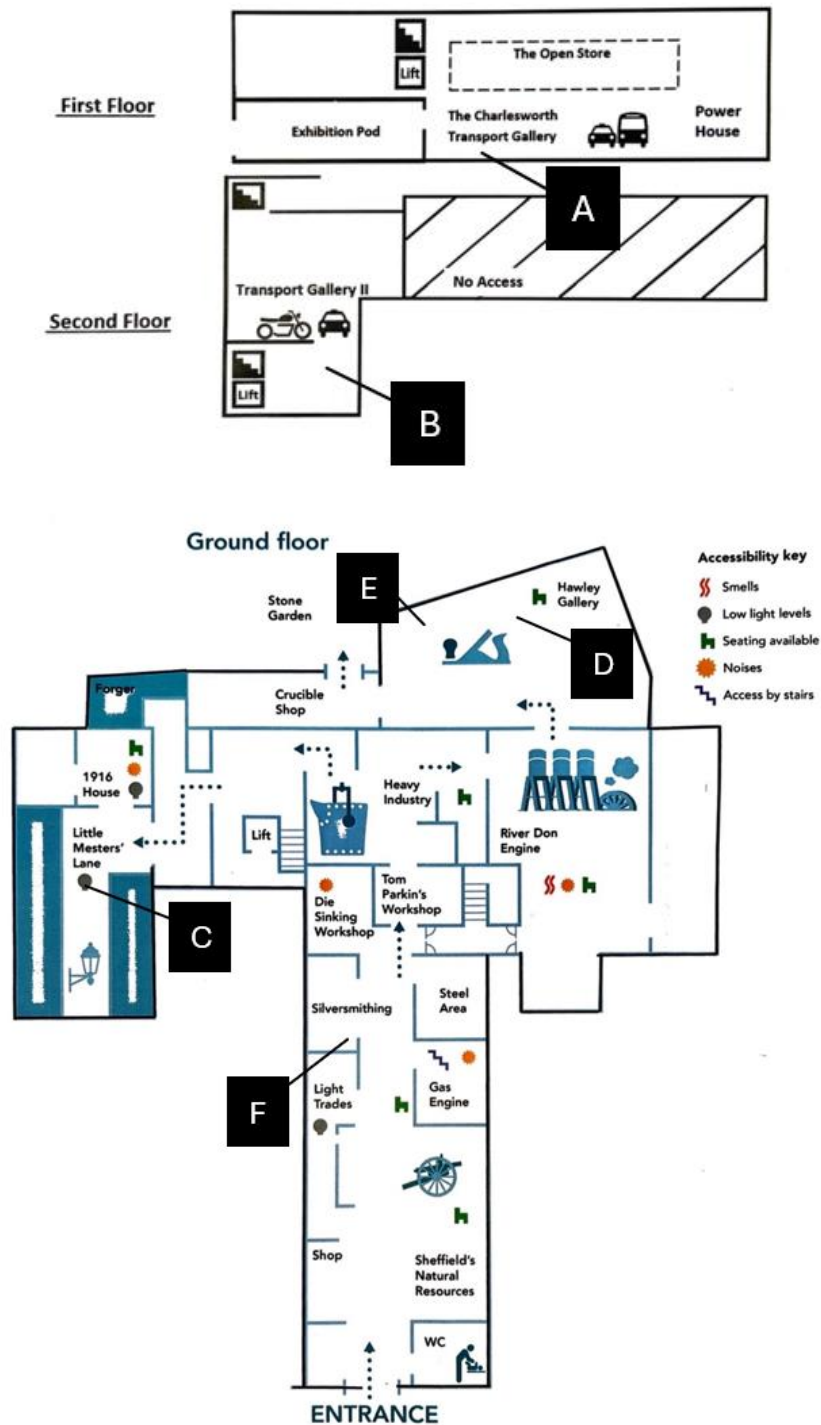
Kelham Island Museum

Free Self-Guided Resource for Schools

Key Stage 1



Kelham Island Museum





Welcome to Kelham Island Museum

The team at Kelham Island Museum have put together these self-guided resources so that visiting school groups can better understand the site and its collections. We hope to make visitors aware of the importance of sites and collections like this, but also to help them relate to Sheffield's industrial history. These questions are designed to equip teachers with some helpful information, as well as some questions to help the students engage with the past. Much of history is better understood as a series of questions and interpretations, rather than simple answers about what happened. We hope to encourage students to relate to and empathise with those who came before us. Above all, we have designed these resources so that students and teachers will get the most out of their visit to Kelham Island Museum.

The resources are designed in a circular way, meaning that you can begin at any part of the museum and continue from there. However, we recommend that visitors begin at the Charlesworth Transport Gallery ('A' on the map), following the map from 'B' to 'C' and so on and working through the resources. If possible with staff numbers, teachers may want to split students into two groups and start each group from different areas of the site.

We hope you enjoy your visit to Kelham Island Museum today. If you have any feedback or questions about these resources, feel free to get in touch with us at:

learning@sheffieldmuseums.org.uk



The Charlesworth Transport Gallery (A)

A visit to the **Metrovick Electric Milk Float** is a great opportunity to explore the theme of recycling and sustainability.

Possible questions to ask your students:

- Has anyone ever been inside a Co-op shop?
- If you had £5, what would you want to buy in Co-op?
The key answer to this question is “milk”. If a student mentions *cereal*, *cookies*, *tea*, or *biscuits*, tell them: “You should buy milk for that.”
- This battery-operated milk float was used by Co-op in 1940. How old would that make this electric car?
Answer: Quick maths! Subtract 1940 from the current year. Electric cars have been here for over half a century.
- Does anyone know what milk floats like this did?
Answer: Milk floats would drop off fresh bottles of milk at peoples’ doorsteps. When people finished drinking their milk, the milk float would pick up their empty bottles and replace them with fresh ones. The empty bottles would be cleaned and then refilled again.

Optional Activity: “Could You Power Your Home?” (to the left of the milk float)

Suggested ways to play:

- Have students from each group nominate a teacher to hold a friendly competition. Each teacher will crank the machine for one minute. Report which teacher got the higher score on the way out!

OR

- Break students into two even teams and have one team go at a time. The game runs for 1 minute (60 seconds), so each student should have a quick and even turn. Once a minute is up, the next group may go. Reflect on how much energy it took to power their home.



The Upper Transport Gallery (B)

Possible questions to ask your students:

- How do these cars look the same as cars today?
- How do these cars look different to cars today?
- Why do you think cars have changed?

Little Mesters' Lane (C)

Optional Activity: "Shopping on Little Mesters' Lane"

Split the pupils into 3 groups. Give each group a shopping item (see below), then encourage them to explore Little Mesters' Lane and find the workshop where they could purchase their item. They should stand next to the shop when they find it. Then visit each workshop in turn with the whole group to look at the items inside.

Can you find:

- 1 A new clock for the classroom?
- 2 A saw to build a treehouse?
- 3 A pocket-knife for a camping trip?

Possible questions to ask your students:

- How long do you think it would take to make your item? Would it have been fast or slow?
- How are these shops different from our shops today?
E.g. Are they as colourful? Are they as big? Are there as many lights?
- How was going shopping in the past different to today?



The Hawley Gallery (D and E)

Tools and other products made in Sheffield were sold around the world – and still are today. Use the display below to discuss countries around the world where Sheffield-made tools were sold.



Find this display.

Possible questions to ask your students:

- Which objects do you recognise? Many pupils will recognise the tape measure.
- Explain which country each tool was sold to. What do you think it was used for?

Optional Activity: “Where are our belongings made?”

Ask the pupils to look at where their belongings were made. Good places to look are:

- On the tongue or soles of your shoes
- On the tag of your backpack
- On the label inside your shirt

Encourage pupils to share where their belongings were made with each other.



Now find this display of cutlery.



Possible questions to ask your students:

- Which knife is your favourite and why? Discuss with the person next to you.
- Which knife would be the easiest to eat with? Why?
- Which knife looks the fanciest and why?

Women in Industry (F)

Introduce the idea that women have been hard workers in the steel and other industries in Sheffield.

Possible questions to ask your students:

- When men fought in the World Wars, what do you think the women did?
Answer: Many women in Sheffield worked in factories.
- How many women do you think worked in South Yorkshire industries during the World War I?
Answer: Over 4 million women.
- Draw pupils' attention to the mannequin. What is this woman doing?
Answer: She is buffing the teapot to make it smooth and polished. It is not easy, because it gets hot and sometimes burns your hands. This is why she has bandages on her fingers.
- Women in the factories were paid less than men. Is this fair? How does it make you feel?