



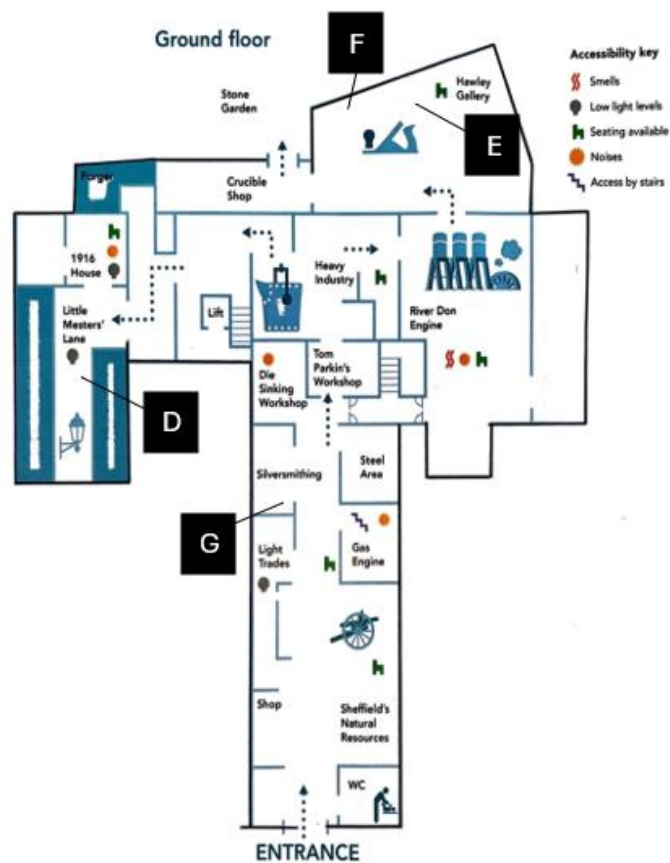
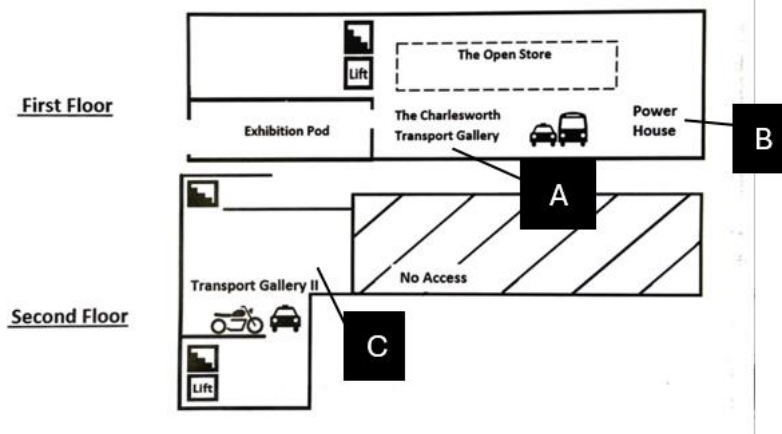
Kelham Island Museum

Free Self-Guided Resource for Schools

Key Stage 2



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 above), 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 Power House (B)

Help pupils learn how the transition of water into steam powers the **River Don Engine**. Use the information board to guide your pupils through the process.

See the **River Don Engine** in steam at 12pm and 2pm on Thursdays and Fridays.

The Upper Transport Gallery (C)

Possible questions to ask your students:

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

Closely examine car **W-1110**. After World War II, this car was dismantled, and the engine was used to pump water.



Possible question to ask your students:

- What else on this car could be reused or recycled?
Possible answers: the wheels can be made into tarmac for the roads; the seats can be used for chairs; the glass on the car can be reused to make glass items; the steel in the car can be melted down and made into something else.



Little Mesters' Lane (D)

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 do you think your item is made?
- How long do you think it would take to make your item? Would it have been fast or slow?
- How do you think handcrafted items are different to machine-produced ones?
- 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?
- Do you think it would be easier to buy something from Little Mesters' Lane or from Meadowhall? Why?



The Hawley Gallery (E and F)

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?

Find this display.



Possible questions to ask your students:

- In the past, many different materials were used to make handles for tools. This included animal parts such as tusks, bones and shells. Is this ethical? How does it make you feel?
- How does using animal parts to make tools impact the environment?



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 i.e. which is the most functional?
- Which knife looks the fanciest and why?

Women in Industry (G)

Introduce the idea that women have been hard workers in the steel and other industries in Sheffield. Draw pupils' attention to the mannequin. What is this woman doing? Answer: She is buffing the teapot to make it smooth and polished.

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.
- Do you think it was dangerous to work in factories?
Answer: Yes. The work was just as dangerous for women as it was for men. Injuries were common, including chopped off fingers, disfigurement, being hit by materials, severe burns and lung damage from heavy fumes and exposure to chemicals.



- Women were paid less than men. Is this fair? How does it make you feel?
- Do women still get paid less than men in the workplace today? If so, what should we do about it?