



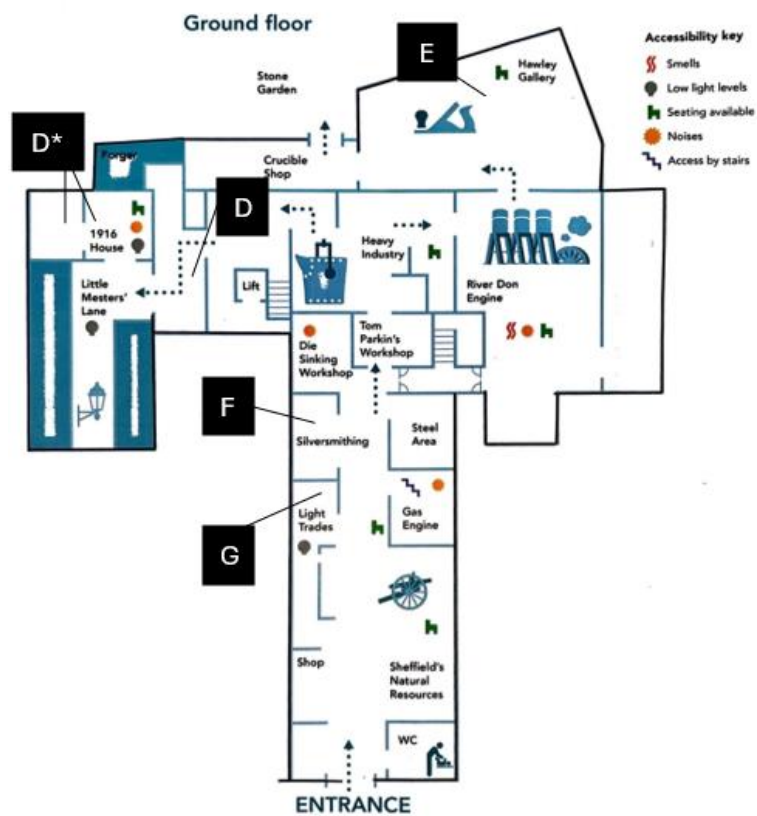
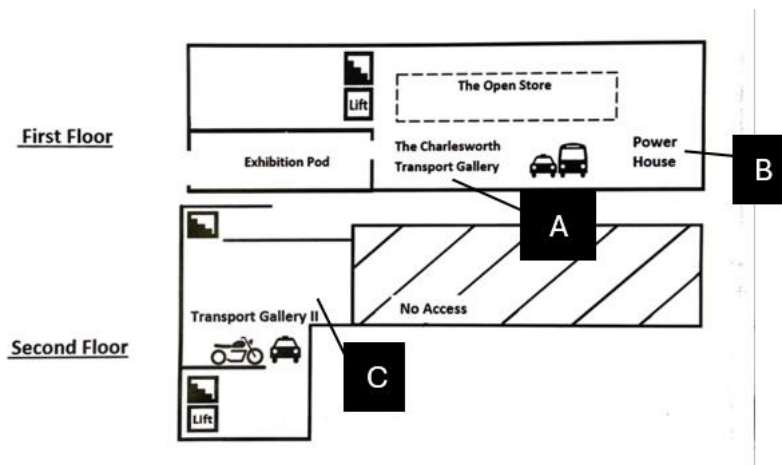
Kelham Island Museum

Free Self-Guided Resource for Schools

Key Stage 3



## 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](mailto:learning@sheffieldmuseums.org.uk)



## The Charlesworth Transport Gallery (A)

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

Possible questions to ask your students:

- 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.
- How can we make buying milk more sustainable today?  
Possible answers: reusing bottles; visiting dairy farms; riding bikes or walking to shops; recycling milk containers.

## 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)

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



**Possible questions to ask your students:**

- Recycling and re-using car parts is not as common today. Why?
- 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.

## The World Wars and The 1916 House (D)

Find the **World War II German bomb**. This bomb was found in February 1985 near Sheffield United's stadium on Bramall Lane. It had been dropped forty-five years earlier during World War II.

**Possible questions to ask your students:**

- Who do you think made this bomb?  
Answer: Women working in factories in Germany.
- Women made bombs during World War II, but in some cases they had no idea what they were making. How would this make you feel?



**Students may ask:**

- Why are there holes in the bomb?

Answer: Holes were drilled into it when the bomb was diffused to make it safe.

Now walk through to the **1916 House**, which is on the right as you enter Little Mesters' Lane. It is a replica of a home during World War I.

**Possible questions to ask your students:**

- What kind of family do you think would have lived here in 1916?

Answer: A working family. Explain that poorer families would have had even smaller rooms to live in.

- Find out how many rooms a house like this would have had. There would not have been an indoor bathroom in this house. Do you think there's enough space for your family to live here?
- What is different about this room compared to a modern home? What is the same?

**Optional Activity 1:**

Watch the **archival video** of women workers in the munitions industry which is situated above the piano.

**Optional Activity 2:**

Introduce students to the **simulation room** attached to the 1916 House.

**WARNING:** The simulation uses sounds and lighting changes to recreate a wartime Zeppelin raid. Look up to see a Zeppelin. Some students might find this upsetting and/or frightening. Please use discretion.



## The Hawley Gallery (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?

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?



## Women in Industry (F)

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

- What kinds of factory work do you think women did during both World Wars?  
Answer: Women worked on steel production lines, operated machinery and welded metal.
- 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 and were given very little recognition for their work. Is this fair? How does it make you feel?
- What political and social movements have fought for women's rights?  
Possible answers: The Suffrage Movement, The Women's Liberation Movement
- Do you believe that discrimination towards women still happens in the workplace today? What should we do about this?



## Global Connections (G)



Find the wall-mounted display case on 'Tools' (top left). Ask some pupils to volunteer to read out loud the information about the display, which is on a label on the wall to the right.

### Possible questions to ask your students:

- British industries made and sold tools which were used by enslaved people. How does this make you feel?
- Do you see colonialism in trade-behaviour today?

The display case on 'Sickles and Scythes' (top right) is an emotive way for students to visualise the manufactured tools and metalware used on plantations and farms across the world by indentured or enslaved people. Ask pupils to look at the locations inscribed on the tools.

### Possible questions to ask your students:

- Which locations do you recognise?
- What do you think it would have been like to use these tools?



The display '**Making Files and Rasps**' is to your left. Look at the tools and consider the differences between hand-manufactured tools and machine-manufactured tools.

**Possible questions to ask your students:**

- Can you tell which tools have been made by hand and which are machine-manufactured?
- What are the benefits of making things by hand? What are the disadvantages?
- What are the benefits of machine-manufacturing? What are the disadvantages?
- Do you prefer to buy handcrafted or machine-produced items? Why?