

# Apprentice Experience Workshop

## KS1 (Year2)/KS2

### Shrewsbury Flaxmill Maltings

The session will begin with introductions to the educator and volunteers leading the session followed by a short health and safety briefing. A short introductory film will then be shown in the Flax Mill education room which explains the history and future development of the Shrewsbury Flaxmill Maltings site. The educator will explain how flax was processed from field to thread and discuss the different items made from flax. Children will be introduced to the apprentice system and the working conditions at the mill. Children will then take a guided tour of the outside areas of the site.

The whole group will then take part in a dramatised account of a real life event. The drama session will focus on the evidence given by two former child workers at Shrewsbury's flax mill to a Parliamentary committee of 1833. The class will be split into five groups and each child given an apprentice workers costume. One group of 5 boys and 2 girls will be chosen to have speaking parts and to dress in specific costume for named parts in story. The other children (who are dressed as ordinary apprentice workers) will have named roles and will dramatise the actions of flax workers involved in various processes in the mill. After hearing the evidence, the 'flax workers' will be called upon to give a verdict on whether the boys in the story were badly treated, or badly behaved. Children will decide what the story tells us about life as an apprentice in the early 19C.

Children will change out of costume, and return to the education room to collect their belongings and take part in a short question and answer session before returning to their coach.

#### National Curriculum Links

##### Key stage 2

##### History

- Know and understand how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.
- Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.
- Understand that events beyond living memory are significant, nationally and globally.
- Understand the significance of historical events, people and places in their locality.
- Understand how several aspects of national history are reflected in the locality.
- Study an aspect of history or a site dating from a period beyond 1066 that is significant in the locality
- Study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- Changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century
- A significant turning point in British history, for example beginnings of industrialisation.
- Human and physical geography
- describe and understand key aspects of human geography, including: types of settlement

and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

### **English**

- Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- Are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.
- Ask relevant questions to extend their understanding and knowledge.

### **Spoken language**

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play/improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others

### **Design and technology - contribute to enabling pupils to:**

- investigate and analyse a range of existing products
- understand how key events and individuals in design and technology have helped shape the world

### **The session aims to:**

- To include all children in active, inclusive, curriculum-linked learning through object handling, role-play, group discussion and dressing up.  
**To support children in their understanding of:**
- The historical significance of Shrewsbury Flaxmill Maltings, one of the earliest surviving steam powered mills.
- Innovation and cultural change in the 18<sup>th</sup> century and its observable change today
- Evidence for all of the above (documentary and archaeological): its strengths and its weaknesses

### **During the workshop pupils will:**

- Take a tour of Shrewsbury Flax Mill to witness the scale and layout of the various buildings on the flax mill site.
- Watch a film about the building of the mill and discuss the need for the development of a

factory with an iron frame.

- Learn how to heckle fibres from the flax plant to twist into thread and develop an understanding of the materials and processes involved in early flax production.
- Engage in dramatic representation of working life for an apprentice.
- Develop an understanding of the lives of children in the past.
- Discuss the evidence presented at the Parliamentary commission and make a conclusion based on their observations.

### **Overview of the session**

10 mins – Welcome, introduction & toilets

20 mins – Flax mill education room, introductory film.

30 mins - A tour of Shrewsbury Flaxmill Maltings

50 mins – Children take part in a dramatised story of evidence given by two former child apprentices

10 mins – Plenary, toilets & depart