

# Life in York's Victorian workhouse



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pack

### NOTES FOR TEACHERS: HOW TO USE THIS WORKPACK

This workpack has been designed to be easy to use and as flexible as possible. It is digital. Please use as much or as little of it as you like. The pack is aimed at Key Stage 2, but can be used for any classes/ age groups that you think appropriate. There is a students' version of the pack, and also this teachers' version, which includes extra notes, suggestions and background information.

The pack has a structured introductory section, illustrated with old photographs, pages from the workhouse record books and some original drawings, and including a number of case studies and a simplified extract from *Oliver Twist*, which sets out the background to life in Victorian York for the poor. There are a number of questions in this section designed to get children thinking about what life was like for poor people in York then. The questions are open-ended, and designed to provoke interest, thought and debate. There is not always a correct answer.

You can use these questions and the associated materials however you like: to spark class discussions or debates, to promote drama sessions, to stimulate children's imaginations for a writing exercise, or as the starting point for research projects on local history.

The introductory section is followed by a resource pack. This includes more old photographs of children in Victorian and Edwardian York; and more authentic extracts from workhouse and poor law records. The resource pack also includes a number of further questions and suggested exercises.

The workpack is colour-coded. The main text is in black Franklin Gothic for easy reading. Case studies are designed to stand out and appear separate from the main text. In the teachers' pack, notes for teachers (which contain background information that you may want to present to children in your own way and in your own words) are in blue.

York Explore's online archive of historic photographs of York is a wonderful resource. It can be searched, free of charge, from any computer linked to the internet: simply visit: [www.imagineyork.co.uk](http://www.imagineyork.co.uk)

Children can easily be encouraged to search this archive looking for more photographs of children in Victorian times; or old photographs of their school, or even of their street.

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# Poverty in Victorian York

Look at the children in the photograph.

Do  
they look  
happy?

## NOTE FOR TEACHERS:

In the early days of photography, people often posed with very serious, formal expressions to have their photograph taken.

So the fact that these children are unsmiling may not necessarily mean that they are unhappy

Would you  
like to be  
friends with  
them? Why?  
Why not?

Where  
do you  
think they  
live?

*Photo: Nestlé S.A. (Reproduced from an original in the Borthwick Institute for Archives, University of York)*

The children in the photograph are actually York children.

They lived in Walmgate, within York City Walls. The photograph is thought to have been taken in 1901, during a study of poverty in York.

In 1901 Walmgate was a slum.

Here's another photograph:

Do you  
know what  
a slum  
is?



*Photo: York Explore*

Do you  
recognise this  
place? Would  
you like to  
live there?

Look at the  
children sitting  
on the step. Who  
do you think they  
are? How old  
are they?

Who do  
you think  
the woman  
standing in  
the corner  
might be?

Have you  
ever been  
there?

The photograph shows St William's College, on College Street. People today like to go there for tea and cakes.



## This is what St William's College looks like today:



St William's College.  
Photo: York Press

The old photograph shows the courtyard of St William's College in about 1880.

Then, the building was divided into flats for poor people in York. It was a slum.

### NOTE FOR TEACHERS:

A slum is defined as: 'A squalid and overcrowded urban street or district inhabited by very poor people' (Oxford Living Dictionaries). There were several slum districts in York in Victorian times, especially in Hungate, Walmgate and Skeldergate, where poor people lived in desperately overcrowded yards, passages and courtyards. For many years St William's College itself was a tenement which was occupied by some of York's poorest families.

Landlords of houses in slum areas would charge more than the going rate for properties such as these and failed to keep them in good working order. Seebohm Rowntree, the son of businessman and philanthropist Joseph Rowntree of Rowntree's chocolate factory, produced a landmark study of poverty in York in 1901. In it he reported that even though conditions in many of these houses were harsh, families would have a lot of pride and would keep their windows and doorsteps clean to keep an appearance of respectability.

Poverty in York increased in the 1840s, when there was an influx of Irish immigrants who often lived in appalling conditions. Many were employed on the farms on the eastern side of the city harvesting chicory and potatoes. Young boys could also earn a penny or two by collecting and carrying buckets of urine and dog droppings called "pure" to the tanneries which used them in the tanning process.

# Poverty in York

In Victorian times, many people in York were very poor.

Often, this was because the father and mother could not find work. So they had no money to feed their children.

Today, they would be able to apply for unemployment benefits such as jobseekers' allowance.

But in Victorian times there was no unemployment benefit.

**Here's another photo of a York slum, also taken in Walmgate in 1901**

So how  
did poor  
people  
survive?



*Photo: Nestlé S.A. (Reproduced from an original in the Borthwick Institute for Archives, University of York)*

What do  
you think of  
the people  
here?

## Why were people poor?

There were many reasons why people in Victorian York were poor. Sometimes it was only temporary, for example the dad or mum may be ill and not able to earn money for a while; or mum may have a new baby and so not be able to work for a while; or the factory in which mum or dad worked may have closed, so they have to find a new job; or there may have been flooding (a common problem in York).

Sometimes, however, the problems were more serious and more permanent. The main breadwinner (probably dad) might have died or been sent to prison. Mum or dad might have a serious or long-term illness, so be unable to work. There may have been work shortages, which made it difficult to people to find work. And many poorer people had almost no education.

Poverty in York got worse in the 1840s when many immigrants came to York from Ireland. They often lived in very poor conditions.

But if people in York were really desperate, they was something they could do to ask for help. They could apply for something called Poor Relief.

## Poor relief

In Victorian times, mothers and fathers who couldn't find a job could apply for 'poor relief'.

This was money given to them to help them when they couldn't afford food or clothes.

The money came from richer people living in York who paid a kind of tax called 'poor rates'.

But poor people who asked for help didn't get very much.



Here are some people who asked for help in 1838 (almost 200 years ago):

### CASE STUDY 1.

#### Mrs Frances Hughes, aged 26.

Mrs Hughes' husband Thomas was in prison. Mrs Hughes had three children: William, aged 5; John, aged 2; and baby Thomas, five weeks old. But because her husband was in prison, Mrs Hughes had no money to support her children.

Mrs Hughes and her family lived in a single room in a slum building in Palmer Lane, Hungate. This is what Hungate might have looked like then.

Mrs Hughes earned a tiny amount of money by making gloves in the room where she lived with her children. But it wasn't enough to buy food for all of them.

She applied for 'poor relief' and was given six shillings a week. But the money was only paid for one month.

In 1845, Mrs Hughes applied for help again. By this time her husband had been 'transported'.

What might it have been like for Mrs Hughes and her children when her husband was transported?

Do you know what 'transported' means?

What do you think would have happened to her when poor relief ended?



Photo: York Explore

#### NOTE FOR TEACHERS:

The children in this photograph are in an unknown passageway. The poor people of York lived in a great many of these yards and passages in Walmgate, Hungate and Skeldergate. This particular yard would probably have been considered to have been one of the better ones as it is brick paved, the roofs appear to be in good order, there do not appear to be any broken windows and the shutters appear to be in good repair.

Transportation was an alternative punishment to hanging. Convicted criminals were sent to 'the colonies' (often America and then later, after the American War of Independence broke out in 1775, to Australia). There they would serve their prison sentences in penal colonies.

The advantage to the State was that transportation was quite cheap. It removed the criminal from society, but the state had only to pay the cost of the journey. But there was an enormous cost to the families of convicts who were transported – often families were broken up, with the possibility that they might never see each other again. In total, more than 160,000 convicts were transported to the Australian colonies between 1788 and 1868. They included men, women and even children, some as young as nine years old.



## CASE STUDY 2

**Jordan Richard, 41**

Mr Richard, a 'flax dresser' by trade, lived in Clementhorpe with his wife Selina and their four children Samuel, Thomas, William and Richard. He was 'partially disabled' from a 'broken body' – what do you think this might have meant?

Because he was unable to find work, he had no money to feed himself, his wife, or the children. He was given 4 shillings a week for four weeks, which was then reduced to 2 shillings a week for another two weeks. But what do you think might have happened to the family afterwards?

**NOTE FOR TEACHERS:**

A flax dresser was a worker who used a special tool called a hackle to separate and straighten the coarse fibres of the flax plant ready for spinning. The best quality flax fibres can be used for making linen fabrics such as damask, lace, and linen sheets.

Coarser grades are used for the manufacturing of twine and rope, and flax fibre is also a raw material used in the high-quality paper industry for making printed banknotes, rolling paper for cigarettes, and tea bags.

# The workhouse

But at least people who were given poor relief could live in their own homes still – however poor they might have been. And they could stay together as a family.

In 1834, the government passed a new law, the Poor Law Amendment Act. This made it much harder for poor people to ask for poor relief.

Now if people wanted help they had to go into a workhouse to get it.

A workhouse was a big, ugly, uncomfortable building where poor people were made to live. It was called a workhouse because poor people were forced to work while they were there.

They did things like:

- breaking stone
- breaking old bones, to make fertiliser
- chopping wood
- untwisting old rope (so it could be used for other things, like filling in holes in ships)

In 1849, York built a new workhouse in Huntington Road. It could take more than 300 people, and it was not meant to be a pleasant place to live.

## NOTE FOR TEACHERS:

### Money for old rope

Old rope was used to make Oakum, a preparation of tarred fibre used in shipbuilding for caulking or packing the joints of timbers in wooden vessels and the deck planking of iron and steel ships. It was forced between the seams using a hammer and a caulking iron, then sealed into place with hot pitch.

Oakum was at one time recycled from old tarry ropes and cordage, which were painstakingly unravelled and taken apart into fibre. This task of picking and preparation was a common occupation in prisons and workhouses, where the old and infirm were often put to work unpicking oakum when they could no longer perform heavier labour. A metal spike was often used to unpick the rope, and in some quarters workhouses got the nickname 'the spike' as a result.

## Look at the photo of the York workhouse



Would you want to live here?

What do you think it might have been like inside?

*The York workhouse on Huntington Road. Photo: York Explore*



## Life in the workhouse

The government wanted to save money by stopping people asking for help, so life in the workhouse was hard.

- Families were split up. Children were taken away from their parents, and women and men had to sleep in separate dormitories
- People living in the workhouse had to wear uniforms, a bit like prison uniforms
- They had to get up early
- Men and women had to work
- The food was very basic: bread and butter and tea for breakfast and supper, and bread, potatoes, cabbage and perhaps a bit of boiled beef for lunch. The food would have been the same every week.

### NOTE FOR TEACHERS:

A single slice of bread today weighs about 50 grams, which is not quite two ounces. So 5oz of bread would have been 2-3 slices – perhaps only 2 slices if Victorian bread was heavier. One ounce is actually 29 grams (one gram is 0.035 ounces). You could perhaps build a maths activity by asking children to think about what they eat for breakfast, guessing what it weighs in grams or ounces, then converting it. They could also then compare what they eat with what the workhouse children ate.



Look at the two pages below. These come from the York workhouse records, and show what children in the workhouse would have had to eat every day:

**TABLE 3.—Dietary for Children from 2 to 5.**

|                 | BREAKFAST. |               | DINNER.                   |           |               |           | SUPPER. |               |               |
|-----------------|------------|---------------|---------------------------|-----------|---------------|-----------|---------|---------------|---------------|
|                 | Bread.     | New Milk.     | Cook'd Meat without bone. | Potatoes. | Rice Pudding. | Meat Pie. | Bread.  | New Milk.     | Butter.       |
|                 | Oz.        | Pint.         | Oz.                       | Oz.       | Oz.           | Oz.       | Oz.     | Pint.         | Oz.           |
| Sunday .....    | 4          | $\frac{1}{2}$ | 4                         | 8         | ...           | ...       | 4       | $\frac{1}{2}$ | $\frac{1}{4}$ |
| Monday .....    | 4          | $\frac{1}{2}$ | ...                       | ...       | 8             | ...       | 4       | $\frac{1}{2}$ | $\frac{1}{4}$ |
| Tuesday .....   | 4          | $\frac{1}{2}$ | ...                       | ...       | ...           | 8         | 4       | $\frac{1}{2}$ | $\frac{1}{4}$ |
| Wednesday ..... | 4          | $\frac{1}{2}$ | 4                         | 8         | ...           | ...       | 4       | $\frac{1}{2}$ | $\frac{1}{4}$ |
| Thursday .....  | 4          | $\frac{1}{2}$ | ...                       | ...       | 8             | ...       | 4       | $\frac{1}{2}$ | $\frac{1}{4}$ |
| Friday .....    | 4          | $\frac{1}{2}$ | ...                       | ...       | 8             | ...       | 4       | $\frac{1}{2}$ | $\frac{1}{4}$ |
| Saturday .....  | 4          | $\frac{1}{2}$ | ...                       | ...       | ...           | 8         | 4       | $\frac{1}{2}$ | $\frac{1}{4}$ |

York Workhouse weekly dietary list for children aged 2-5

**TABLE 4.—Dietary for Children from 5 to 9.**

|                 | BREAKFAST. |           | DINNER.                   |           |        |       |               |           | SUPPER |                     |     |
|-----------------|------------|-----------|---------------------------|-----------|--------|-------|---------------|-----------|--------|---------------------|-----|
|                 | Bread.     | New Milk. | Cook'd Meat without bone. | Potatoes. | Bread. | Soup. | Suet Pudding. | Meat Pie. | Bread. | Butter or Porridge. |     |
|                 | Oz.        | Pt.       | Oz.                       | Oz.       | Oz.    | Pt.   | Oz.           | Oz.       | Oz.    | Oz.                 | Pt. |
| Sunday .....    | 5          | 1         | 5                         | 8         | ...    | ...   | ...           | ...       | 5      | $\frac{1}{2}$       | 1   |
| Monday .....    | 5          | 1         | ...                       | ...       | 5      | 1     | ...           | ...       | 5      | $\frac{1}{2}$       | 1   |
| Tuesday .....   | 5          | 1         | ...                       | ...       | ...    | ...   | ...           | 10        | 5      | $\frac{1}{2}$       | 1   |
| Wednesday ..... | 5          | 1         | 5                         | 8         | ...    | ...   | ...           | ...       | 5      | $\frac{1}{2}$       | 1   |
| Thursday .....  | 5          | 1         | ...                       | ...       | 5      | 1     | ...           | ...       | 5      | $\frac{1}{2}$       | 1   |
| Friday .....    | 5          | 1         | ...                       | ...       | ...    | ...   | 10            | ...       | 5      | $\frac{1}{2}$       | 1   |
| Saturday .....  | 5          | 1         | ...                       | ...       | ...    | ...   | ...           | 10        | 5      | $\frac{1}{2}$       | 1   |

York Workhouse weekly dietary list for children aged 5-9





*'Please, sir, I want some more.'* Illustration: Richard Stansfield

## EXTRACT

### Please Sir, can I have some more?

**Charles Dickens wrote a famous story about a poor orphan boy, Oliver Twist, who went to live in a workhouse.**

**Here's a short extract:**

"The room in which the boys were fed, was a large stone hall, with a copper pot on a stove at one end, out of which the master ladled gruel at mealtimes. Each boy had one bowl, and no more - except on very special occasions, when he had a small piece of bread as well.

The bowls never needed washing: the boys polished them with their spoons until they shone. Then they would sit staring at the copper pot with eager eyes, as if they could have eaten the pot itself, sucking their fingers to catch any splashes of gruel on them.

► Oliver and his companions suffered the tortures of slow starvation for three months. At last they got so wild with hunger that one boy, who was tall for his age, hinted that unless he got another bowl of gruel each day, he was afraid he might have to eat the boy sleeping next to him. A meeting was held; the boys voted on who should walk up to the master that evening and ask for more; and Oliver was chosen.

The evening arrived. The boys took their places at the long table. The master, in his cook's uniform, stood beside the copper pot; the gruel was served out, and grace was said.

The boys ate their gruel, whispered to each other, and winked at Oliver. Frightened about what would happen, but desperate with hunger, he got up and walked up to the master, his bowl and spoon in his hand.

"Please sir, I want some more," he said.

The master was a fat, healthy man, but he turned very pale. He stared at Oliver in astonishment, then clung to the stove for support.

"What?" he said, in a faint voice.

"Please sir," replied Oliver, "I want some more."

The master aimed a blow at Oliver's head with the ladle, caught him by the arm, then shrieked aloud for the workhouse guard.

When the workhouse managers were told what had happened there was horror on every face.

"That boy will be hung one day," said the master. "I know that boy will be hung."

*(Adapted from Oliver Twist  
by Charles Dickens)*



#### NOTE FOR TEACHERS:

You might want to ask students a few questions about this extract from *Oliver Twist*. **Here are a few ideas:**

- How do you think Oliver felt when he went up to ask for another helping? How would you have felt in his place?
- Why do you think the other children chose Oliver to go and ask for more?
- What do you think gruel was? Do you think you would like to eat it every day?
- Did the boys really polish their bowls with their spoons? What does this mean?
- Do you like the master? Why? Why not?
- Would you like him to be your teacher?
- You could get the children to compare this scene from *Oliver Twist* with the scene from *Paddington 2* in which Paddington asks for more food while in prison



# Changes in the York workhouse

Gradually, conditions in the York Workhouse improved.

By 1900, it was not such an awful place to live.

There was a trained nurse, and the workhouse offered a home to people who were unable to look after themselves: old people, the sick and disabled people who had no-one else to look after them, as well as orphans and unemployed people.

It helped a lot of people who might otherwise have been homeless.

There was even a Christmas party.

**This photograph shows the Christmas party at the workhouse in about 1900:**



Who do you think the people in the photograph are?

Do you think the children are enjoying their Christmas?

*Photo donated by  
Philippa Plitt*

Still, no-one really wanted to go to the workhouse. It was a place you went to if you had nowhere else to go.

# Could members of your family have lived in the workhouse?

It is possible. Some well-known people had ancestors in York who were very poor. York's Lord Mayor in 2017/2018 was Cllr Barbara Boyce. She was York's 'first citizen'. But her grandmother, Emma Pallister, was born in the York workhouse on Huntington Road in 1895.

There are some even better-known people today whose ancestors in York were very poor.

In 1910, Seebohm Rowntree – son of the famous Joseph Rowntree - wrote a book about poverty in York. It was called *Unemployment: A Social Study*.

Rowntree employed researchers to visit the homes of poor people, and describe their lives.

One family visited was the Nevinsons.

They lived in a small four-roomed house somewhere on the outskirts of York, possibly New Earswick.



Lord Mayor Barbara Boyce  
Photo: York Press



Here is an extract from a York Press article about the Nevinsons:

### CASE STUDY

"Mr Nevinson was well-liked. Nearing 50, he suffered from sciatica and, since being laid off two years earlier, had been unable to find regular work. He was up at dawn every day to see if he could get temporary work at the York wharf, usually without success.

The researcher who visited the Nevinsons' home in 1910 as part of a study into unemployment carried out by Seebohm Rowntree described him as "a silent man, but when he talks he is often original, quaint, and worth hearing... he can neither read nor write, but the deficiency is largely atoned for by a fund of native shrewdness, adaptability and practical knowledge".

Mrs Nevinson, the researcher added, "feels the heat, being very tall and stout, with a face radiating good nature and even hope".

She worked occasionally as a char, or washerwoman. Yet the family were cripplingly poor. Some days, all they had to eat was tea and bread and, if they were lucky, some stale buns.

"They have had a very large family," the researcher wrote. "But as Mrs Nevinson once remarked, 'the undertaker has buried them a lot'."

A few years ago, the BBC made a documentary describing how they had tried to find if the Nevinsons had any descendants living in York today.

The BBC found something remarkable. The Nevinsons did have descendants - including Mark Addy, the Hollywood star of films like *The Full Monty* and TV series like *Game of Thrones*.



Mark Addy in York. Photo: Nigel Kirby

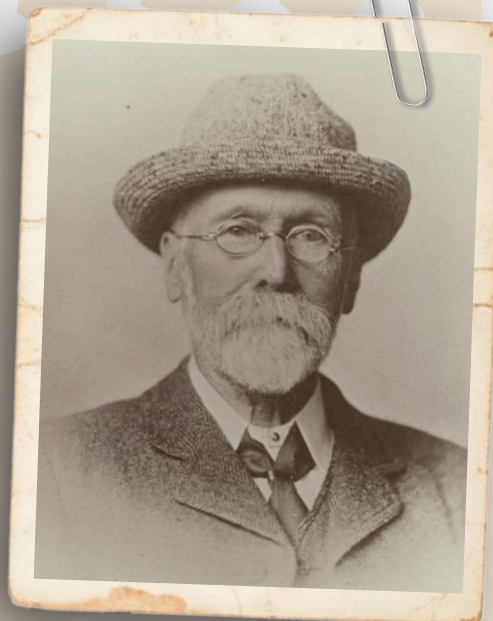
**NOTE FOR TEACHERS:****Joseph and Seebohm Rowntree**

Seebohm Rowntree (1871 – 7 October 1954) was the son of Joseph Rowntree, head of the Rowntree confectionery family. The Rowntrees were Quakers, a denomination of Christianity with strong views about social justice. Joseph (1836-1925) was an industrialist who turned the York chocolate company which bore the family name into a hugely successful business – a household name and a major employer of people in York.

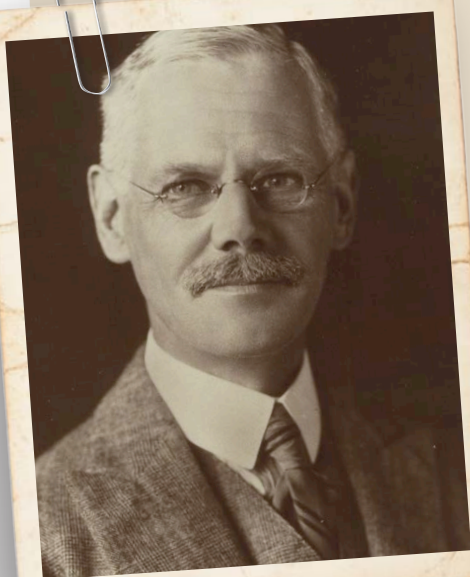
Being a Quaker, Joseph cared passionately about his workforce, and sought to be a good, fair employer who provided good working conditions for his employees, and opportunities for sport and education. He once wrote that 'the real goal for an employer is to try and seek for others the fullest life of which an individual is capable'.

He was also concerned about the appalling levels of poverty in Victorian and Edwardian England – but believed that the way to tackle these was to try to understand the causes of poverty, not just treat the symptoms. He founded the York Adult School, and set up three major trusts dedicated to achieving social justice, and to providing decent quality housing for workers and their families. These still operate today under the names Joseph Rowntree Charitable Trust, Joseph Rowntree Foundation (incorporating the Joseph Rowntree Housing Trust), and the Joseph Rowntree Reform Trust.

In 1901, he also bought 123 acres of land at New Earswick, determined to prove that it was possible to build good quality housing that ordinary working men and their families could afford to live in. This became the New Earswick 'garden village', which was a prototype development for the national garden cities movement.



Joseph Rowntree.  
Photo: Nestlé UK Archive



Seebohm Rowntree.  
Photo: Nestlé UK Archive

Joseph's son Seebohm inherited his father's passionate concern about social justice. He joined the family chocolate business (eventually becoming chairman) but also set about documenting, in a scientific way, the extent and causes of poverty in York. He employed researchers to visit the homes of poor people in the city, so as to document details about their living conditions, health, and sources of income.

He published the details of his research in two important books - *Poverty: A Study of Town Life*, published in 1901; and *Unemployment: A Social Study* published in 1911 - in which, using statistics and analysis, he was able to demonstrate that poverty wasn't simply the result of drink and idleness, but that there was a clear link between poverty, the low wages paid to working men, and their lack of job security. Some people believe that Seebohm's work helped prepare the way for the modern welfare state.

**To find out more about Joseph and Seebohm Rowntree, visit [www.rowntreesociety.org.uk/](http://www.rowntreesociety.org.uk/)**



# Resources

Source materials, plus suggested tasks/projects

## Photographs

### 1. The York workhouse in Huntington Road

(Photo: York Explore)



### 2. A workhouse Christmas in the early 1900s

(Photo: Philippa Plitt)



Workhouse Christmas in York in the early 1900s. Sarah Ellen Ward in the foreground.



### 3. Children in Walmgate

*(Photo: Nestlé S.A. Reproduced from an original in the Borthwick Institute for Archives, University of York)*

### 4. Children in Walmgate in the 1900s

*(Photo: Nestlé S.A. Reproduced from an original in the Borthwick Institute for Archives, University of York)*



## Questions for children

**Look at photographs 3 and 4**

- Why do you think the children are not smiling?
- Do you think their parents are rich? Why? Why not?
- How do you think they keep their clothes clean?
- Would you like to wear clothes like these?
- Do you think the children in photograph 4 all belong to the same family?





**5. A York slum, late 1800s/ early 1900s, possibly Hungate.**

*Photo: York Explore*



**6. Children standing at the bottom of Dennis Street in 1912.**

*Photo: York Explore*

**7. Children at the bottom of Dennis Street, off Walmgate, in 1912**



## Questions for children

Look at photographs 6 and 7

- What do you think the children are doing?
- Do they look as though they are having fun?
- Do you think the wall some of the children are sitting on looks safe?
- Where do you think they live? Would you like to live there?
- What sort of games do you think they play?
- Would you like to play with them?
- Who do you think the line of washing belongs to?



**8. St  
William's  
College in  
Victorian  
times**

*(Photo: York Explore)*



**9. St  
William's  
College in  
the 1880s.**

*(Photo: York Explore)*







## 10. St William's College in the 1880s

(Photo: York Explore)

## 11. St William's College in the 1870s

(Photo: York Explore)



### Questions for children

Look at photographs 8, 9, 10 and 11

- Would you like to live in a flat in this courtyard? Why? Why not?
- What are the children sitting on the step in photograph 8 doing?
- What do you think they might be saying to each other?
- Who is the woman standing behind them?
- What do you think she is doing?
- Look at the men in photograph 11. Who do you think they are?
- Do they look rich? Why/ why not?
- Would you like one of these men to be your teacher? Why/ why not?



## 12. St William's College today.

Photo: York Press



## 13. Children on Little Shambles in the 1890s.

Photo: York Explore



### Questions for children

Look at photograph 13

- Have you been to Little Shambles? How is it different today?
- Do you think the people in the photograph look rich?
- What do you think they are doing?
- Why are they having their photograph taken?



**14. Children standing by a horse and cart in Garden Place, Hungate, in the early 1900s.**

*Photo: York Explore*

**Questions**

**Look at photograph 14**

- Do you think this is a rich part of York?
- Why are the children standing to have their photo taken?
- Why is the cart pulled by a horse?
- Who is the man standing by the cart?
- What do you think is in the cart?
- What is the big building in the background?
- Would like to live in this street?





**15. Children in a ponycart, probably on Lawrence Street, in the mid-1880s.**

*Photo: York Explore*

**Questions for children**

**Look at photograph 15**

- Where do you think the children in this cart are going?
- Would you like to be going with them?

**16. Children playing in the garden on Tower Street in about 1890.**

*Photo: York Explore*

**Questions for children**

**Look at photograph 16**

- What are the children in this photograph doing?
- Do you recognise the building in the background? What is it?





**17. Children attending the St Lawrence's Temperance Treat in July 1893.**

Photo: York Explore

**Questions for children****Look at photograph 17**

- Do these children look poor?
- Do you like them? Why/ why not?
- What do you think they are doing?
- What do you think a 'Temperance Treat' was?

**NOTE FOR TEACHERS:**

The temperance movement was a mass movement in the UK in the 19th century which spoke out against and worked to end drunkenness and the associated poor behaviour that it led to. Many Quakers (members of a Christian religious group known formally as the Society of Friends) were closely involved with the temperance movement. Joseph Rowntree and his father, both Quakers, wrote widely on temperance and opposed the consumption of alcohol, which they called 'the drink misery', although they acknowledged the reasons why people drank alcohol. Drinking chocolate was encouraged as a substitute for alcohol – this is one of the reasons why so many of the great chocolate barons, such as Rowntree, Cadbury and Fry, were Quakers.



# Pages from the poor law records

## 1. Page from 1838 poor law application and report book including Frances Hughes' application



SCHEDULE D.—FORM 24.

APPLICATIONS and REPORTS.

The Figures refer to the corresponding Columns in Pauper Description Book.

| 1                   | 2                                                                         | 3       | 4                               | 5            | 6                                                                     | 7               | 8                                                                   | 9                                                                                                                                                     |
|---------------------|---------------------------------------------------------------------------|---------|---------------------------------|--------------|-----------------------------------------------------------------------|-----------------|---------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|
| No. in Relief List. | Name of Applicant, their Wives, and Children under 16, dependent on them. | Age.    | Residence, where, or with whom. | Calling.     | Married, when Single, Widowed, or if Child, whether Orphan, Deserted. | If able-bodied. | If partially or wholly disabled, and the description of Disability. | Medical Relief Regular or temporary Relief, or any other, and what Relief from Charities, Charitable Institutions, Government Pensions, or otherwise. |
| 10                  | Jordan Richard                                                            | 41      | Clementhorpe                    | Flax Dresser | Married                                                               | No              | partially disabled from broken Body                                 | Sympathy                                                                                                                                              |
| 24                  | Selina his Wife                                                           | 43      |                                 |              |                                                                       |                 |                                                                     |                                                                                                                                                       |
|                     | Samuel                                                                    | 13      |                                 |              |                                                                       |                 |                                                                     |                                                                                                                                                       |
| 4                   | Thomas                                                                    | 10      |                                 |              |                                                                       |                 |                                                                     |                                                                                                                                                       |
|                     | William                                                                   | 8       |                                 |              |                                                                       |                 |                                                                     |                                                                                                                                                       |
|                     | Richard                                                                   | 5       |                                 |              |                                                                       |                 |                                                                     |                                                                                                                                                       |
| 8                   | Briton John                                                               | 45      | Shambles                        | Labourer     | Married                                                               |                 | Partially disabled Lameness                                         | Pension of 8 pounds per year                                                                                                                          |
| 21                  | Murray his wife                                                           | 49      |                                 |              |                                                                       |                 |                                                                     |                                                                                                                                                       |
|                     | Thomas                                                                    | 9       |                                 |              |                                                                       |                 |                                                                     |                                                                                                                                                       |
| 2                   | John                                                                      | 6       |                                 |              |                                                                       |                 |                                                                     |                                                                                                                                                       |
| 11                  | Joni Maria                                                                | 16      | Skeldergate with her mother     |              | Single                                                                |                 | and disabled with lame legs                                         |                                                                                                                                                       |
|                     | Mrs Hughes                                                                | 28      | House of correction             |              |                                                                       |                 |                                                                     |                                                                                                                                                       |
|                     | Frances his wife                                                          | 26      | Palmer Lane                     | Glover       |                                                                       |                 |                                                                     | 3/-                                                                                                                                                   |
|                     | William                                                                   | 6       |                                 |              |                                                                       |                 |                                                                     |                                                                                                                                                       |
|                     | John                                                                      | 2       |                                 |              |                                                                       |                 |                                                                     |                                                                                                                                                       |
|                     | James                                                                     | 5 weeks |                                 |              |                                                                       |                 |                                                                     |                                                                                                                                                       |
| 3                   | Quater                                                                    |         |                                 |              |                                                                       |                 |                                                                     |                                                                                                                                                       |
|                     | Jones Henry                                                               | 60      | Clementhorpe                    | Waggoner     | Married                                                               | No              | Partially blind                                                     | temporary                                                                                                                                             |
|                     | Elizabeth his wife                                                        | 50      | Do                              | Do           |                                                                       | Yes             |                                                                     |                                                                                                                                                       |

## 2. Second page of Frances Hughes' application from 1838

Parish of *St. Mary, Bishopric* for the Quarter ending

| 9                                                                                         | 10 and 11                                                                                                          | 1                      | Present Weekly Earnings, or other Income of Applicant, and Family dependent on them. | Relief given (if any) at the discretion of the relieving Officer. | Week when given. | Relief ordered by Guardians. |        | For what time allowed, or nature of the Order made. | Initials of Clerk. | Observations. |
|-------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|------------------------|--------------------------------------------------------------------------------------|-------------------------------------------------------------------|------------------|------------------------------|--------|-----------------------------------------------------|--------------------|---------------|
| Present Cause of seeking Relief, or nature of Application.                                | Names of Relations liable under 43d Elizabeth, distinguishing those apparently capable of assisting the Applicant. | Is Applicant a Pauper? | Value in Kind.                                                                       | Value in Kind.                                                    | Money.           | Kind.                        |        |                                                     |                    |               |
|                                                                                           |                                                                                                                    |                        |                                                                                      |                                                                   |                  | Quantity and Description.    | Value. |                                                     |                    |               |
| <i>Want of Work</i>                                                                       | <i>None</i>                                                                                                        |                        |                                                                                      |                                                                   |                  |                              |        |                                                     |                    |               |
| <i>Want of work is the Cause of the Application</i>                                       |                                                                                                                    |                        |                                                                                      |                                                                   |                  |                              |        |                                                     |                    |               |
| <i>Want of work is the Cause of the Application</i>                                       |                                                                                                                    |                        |                                                                                      |                                                                   |                  |                              |        |                                                     |                    |               |
| <i>the Husband in the House of correction and the wife not able to support the Family</i> |                                                                                                                    |                        |                                                                                      |                                                                   |                  |                              |        |                                                     |                    |               |
| <i>Not able to work</i>                                                                   | <i>none</i>                                                                                                        |                        |                                                                                      |                                                                   |                  |                              |        |                                                     |                    |               |

### NOTE FOR TEACHERS:

#### Transcripts of Jordan Richard's application for poor relief in 1838

Jordan Richard; 41; address Clementhorpe; flax dresser. Married; partially disabled from broken body. Applied for temporary relief. Reason: want of work. Awarded four shillings a week for two weeks; then another four shillings a week for two weeks; then reduced to two shillings a week for a fortnight  
 Selina his wife, 43  
 Samuel, 13  
 Thomas, 10  
 William, 8  
 Richard, 5

### NOTE FOR TEACHERS:

#### Transcripts of Frances Hughes' application for poor relief in 1838

Thomas Hughes; 28; address 'House of Correction'; Frances his wife; 26; address Palmer Lane; glove sewer. Already receives 3s a week in temporary relief. Reason: Husband in House of Correction (prison) and is therefore not able to support the family. Earnings: 2 shillings a week. Awarded 6 shillings (a week for one month? Not clear) and an allowance of flour  
 William, 6  
 John, 2  
 Thomas, 5 weeks



### 3. Page from the York application and report book of 1837 showing people who applied for help

SCHEDULE D.—FORM 24.

APPLICATIONS and REPORTS.

The Figures refer to the corresponding Columns in Paper Description Book.

| 1                   | 2                                                                         | 3    | 4                               | 5           | 6                                                                                           | 7               | 8                                                                   | 9                                                                                                                                                                  |
|---------------------|---------------------------------------------------------------------------|------|---------------------------------|-------------|---------------------------------------------------------------------------------------------|-----------------|---------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| No. in Relief List. | Name of Applicant, their Wives, and Children under 16, dependent on them. | Age. | Residence, where, or with whom. | Calling.    | If Adult, whether Single, Married, Widowed, or Orphan; If Child, whether Orphan, Destitute. | If able-bodied. | If partially or wholly disabled, and the description of Disability. | IF RECEIVING<br>Medical Relief. Regular or temporary Relief, or any other, and what Relief from Clubs, Charitable Institutions, Government Pensions, or otherwise. |
| 7                   | Higley Alice                                                              | 44   | With Mother, Buldren            | Servant     | Single                                                                                      | no              | Wholly - Dependence                                                 | 2/6 per week from the Parish                                                                                                                                       |
| 8                   | Robinson Alice                                                            | 56   | Marygate                        |             | Single                                                                                      | no              | Wholly - An Idiot                                                   | 3/- Do                                                                                                                                                             |
| 9                   | Spence Anne                                                               | 46   | Tanner Row                      |             | Widow                                                                                       | no              | Wholly                                                              | 2/6 per Week from Parish                                                                                                                                           |
| 10                  | Story Elizabeth                                                           | 47   | Subergate                       | Washerwoman | Married                                                                                     | no              |                                                                     | 2/6 Weekly, Do                                                                                                                                                     |
| 11                  | Christiana                                                                | 7    |                                 |             |                                                                                             |                 |                                                                     |                                                                                                                                                                    |
| 12                  | William Bechuck                                                           | 54   | Butcher and Druggist            | Gardener    | Butcher                                                                                     | no              | Partially disabled from Rheumatism                                  | 4/- weekly from Mr. Bechuck's home                                                                                                                                 |
| 13                  | Simpson James                                                             | 6    | Workhouse                       |             | Bastard                                                                                     |                 |                                                                     | 1/- Do                                                                                                                                                             |
| 14                  | Smith William                                                             | 3    | Little Shambles                 |             | Bastard                                                                                     |                 |                                                                     |                                                                                                                                                                    |
| 15                  | Thompson Sarah                                                            | 73   | Waterloo Buildings              | Washerwoman | Widow                                                                                       | no              | old age                                                             | 1/6 per week from the Parish                                                                                                                                       |
| 16                  | Young Ann                                                                 | 23   | Bishopthorpe and Mother         |             | Bastard                                                                                     | no              | Wholly - An Idiot                                                   |                                                                                                                                                                    |
| 17                  | Howcroft Ann                                                              | 36   | Lunatic County Asylum           |             | Single                                                                                      | no              | Wholly - Lunatic                                                    | 7/6 Do                                                                                                                                                             |
| 18                  | Jackson Robert                                                            | 63   | North St.                       | Labourer    |                                                                                             |                 | The Wife a Lunatic                                                  | 2/- Do                                                                                                                                                             |
| 19                  | Ann his wife                                                              | 61   |                                 |             |                                                                                             |                 |                                                                     |                                                                                                                                                                    |
| 20                  | Halpin Thomas                                                             | 64   | Micklegate                      | Labourer    | Married                                                                                     | no              | Disabled through the loss of his right arm                          | 3/- weekly from Parish                                                                                                                                             |
| 21                  | Elizabeth                                                                 | 51   | Clifton with Father and Mother  | Servant     | Single                                                                                      | no              |                                                                     |                                                                                                                                                                    |

Continued to Page 94

#### NOTE FOR TEACHERS:

Ask children to study this page.  
See if they can find out:

- Who is the oldest person to need help?
  - Who is the youngest?
- Where did applicants live?
- What jobs did they do?
- Why were they asking for help?

#### 4. York Workhouse weekly dietary list for children aged 2-5

**TABLE 3.—Dietary for Children from 2 to 5.**

|                 | BREAKFAST. |               | DINNER.                   |           |               |           | SUPPER. |               |               |
|-----------------|------------|---------------|---------------------------|-----------|---------------|-----------|---------|---------------|---------------|
|                 | Bread.     | New Milk.     | Cook'd Meat without bone. | Potatoes. | Rice Pudding. | Meat Pie. | Bread.  | New Milk.     | Butter.       |
|                 | Oz.        | Pint.         | Oz.                       | Oz.       | Oz.           | Oz.       | Oz.     | Pint.         | Oz.           |
| Sunday .....    | 4          | $\frac{1}{2}$ | 4                         | 8         | ...           | ...       | 4       | $\frac{1}{2}$ | $\frac{1}{4}$ |
| Monday .....    | 4          | $\frac{1}{2}$ | ...                       | ...       | 8             | ...       | 4       | $\frac{1}{2}$ | $\frac{1}{4}$ |
| Tuesday .....   | 4          | $\frac{1}{2}$ | ...                       | ...       | ...           | 8         | 4       | $\frac{1}{2}$ | $\frac{1}{4}$ |
| Wednesday ..... | 4          | $\frac{1}{2}$ | 4                         | 8         | ...           | ...       | 4       | $\frac{1}{2}$ | $\frac{1}{4}$ |
| Thursday .....  | 4          | $\frac{1}{2}$ | ...                       | ...       | 8             | ...       | 4       | $\frac{1}{2}$ | $\frac{1}{4}$ |
| Friday .....    | 4          | $\frac{1}{2}$ | ...                       | ...       | 8             | ...       | 4       | $\frac{1}{2}$ | $\frac{1}{4}$ |
| Saturday .....  | 4          | $\frac{1}{2}$ | ...                       | ...       | ...           | 8         | 4       | $\frac{1}{2}$ | $\frac{1}{4}$ |

#### 5. York Workhouse weekly dietary list for children aged 5-9

**TABLE 4.—Dietary for Children from 5 to 9.**

|                  | BREAKFAST. |           | DINNER.                         |           |        |       |                  |           | SUPPER |                        |     |
|------------------|------------|-----------|---------------------------------|-----------|--------|-------|------------------|-----------|--------|------------------------|-----|
|                  | Bread.     | New Milk. | Cook'd Meat<br>without<br>bone. | Potatoes. | Bread. | Soup. | Suet<br>Pudding. | Meat Pie. | Bread. | Butter or<br>Porridge. |     |
|                  | Oz.        | Pt.       |                                 |           |        |       |                  |           |        | Oz.                    | Oz. |
| Sunday .....     | 5          | 1         | 5                               | 8         | ...    | ...   | ...              | ...       | 5      | $\frac{1}{2}$          | 1   |
| Monday.....      | 5          | 1         | ...                             | ...       | 5      | 1     | ..               | ...       | 5      | $\frac{1}{2}$          | 1   |
| Tuesday .....    | 5          | 1         | ...                             | ...       | ...    | ...   | ..               | 10        | 5      | $\frac{1}{2}$          | 1   |
| Wednesday ... .. | 5          | 1         | 5                               | 8         | .      | ...   | ...              | ...       | 5      | $\frac{1}{2}$          | 1   |
| Thursday .....   | 5          | 1         | ...                             | ...       | 5      | 1     | ...              | ...       | 5      | $\frac{1}{2}$          | 1   |
| Friday .....     | 5          | 1         | ..                              | ...       | ...    | ...   | 10               | ...       | 5      | $\frac{1}{2}$          | 1   |
| Saturday ... ..  | 5          | 1         | ...                             | ...       | ...    | ...   | ...              | 10        | 5      | $\frac{1}{2}$          | 1   |



## 6. York Workhouse weekly dietary list for the able bodied (adults)

60

### YORK UNION.

At a Meeting of the Board of Guardians of THE YORK UNION, held on the Twenty-ninth day of April, 1897, it was resolved that the following amended Dietary Tables for the Paupers of the respective Classes and Sexes hereunder described, in the Workhouse of this Union, be adopted, subject to the sanction and approval of the Local Government Board:—

**TABLE 1.—Dietary for the Able bodied.**

|                |         | BREAKFAST. |                           | DINNER.                   |           |        |       |               |           | SUPPER. |                           |
|----------------|---------|------------|---------------------------|---------------------------|-----------|--------|-------|---------------|-----------|---------|---------------------------|
|                |         | Bread.     | Milk or Oatmeal Porridge. | Cook'd Meat without bone. | Potatoes. | Bread. | Soup. | Suet Pudding. | Meat Pie. | Bread.  | Milk or Oatmeal Porridge. |
|                |         | Oz.        | Pts.                      | Oz.                       | Oz.       | Oz.    | Pts.  | Oz.           | Oz.       | Oz.     | Pts.                      |
| Sunday .....   | Men ... | 7          | 1½                        | 5                         | 12        | ...    | ...   | ...           | ...       | 7       | 1½                        |
|                | Women   | 6          | 1½                        | 5                         | 12        | ...    | ...   | ...           | ...       | 6       | 1½                        |
| Monday .....   | Men ... | 7          | 1½                        | ...                       | ...       | 6      | 1½    | ...           | ...       | 7       | 1½                        |
|                | Women   | 6          | 1½                        | ...                       | ...       | 5      | 1½    | ...           | ...       | 6       | 1½                        |
| Tuesday .....  | Men ... | 7          | 1½                        | ...                       | ...       | ...    | ...   | ...           | 16        | 7       | 1½                        |
|                | Women   | 6          | 1½                        | ...                       | ...       | ...    | ...   | ...           | 16        | 6       | 1½                        |
| Wednesday ...  | Men ... | 7          | 1½                        | 5                         | 12        | ...    | ...   | ...           | ...       | 7       | 1½                        |
|                | Women   | 6          | 1½                        | 5                         | 12        | ...    | ...   | ...           | ...       | 6       | 1½                        |
| Thursday ..... | Men ... | 7          | 1½                        | ...                       | ...       | 6      | 1½    | ...           | ...       | 7       | 1½                        |
|                | Women   | 6          | 1½                        | ...                       | ...       | 5      | 1½    | ...           | ...       | 6       | 1½                        |
| Friday .....   | Men ... | 7          | 1½                        | ...                       | ...       | ...    | ...   | 14            | ...       | 7       | 1½                        |
|                | Women   | 6          | 1½                        | ...                       | ...       | ...    | ...   | 12            | ...       | 6       | 1½                        |
| Saturday ..... | Men ... | 7          | 1½                        | ...                       | ...       | ...    | ...   | ...           | 16        | 7       | 1½                        |
|                | Women   | 6          | 1½                        | ...                       | ...       | ...    | ...   | ...           | 16        | 6       | 1½                        |

# Teacher's note:

## Suggested activities

### You could set the children some of the following activities:

- Look at the list of people who applied for poor relief in York in 1838. Make up a story about one of them.
- Imagine you are one of the children of Jordan Richard (See image no 1 from the Poor Law records). Look at their names and ages in the register: which one might you be? Imagine what it would be like to be at home with your father when he was ill and unable to work, and your brothers were all hungry. Write a diary describing a day in your life. Include what you ate, what your father and mother looked like, what your father did all day, what your parents said to each-other, and what you and your brothers did.
- Make a list of all the things you ate and drank yesterday, starting from breakfast and going through until bedtime. Include sweets and snacks and soft drinks. Now compare your list to the table showing what children aged 5-9 ate each day in the York Workhouse. What did they eat on Mondays? And on Wednesdays? Would you like to swap with them?
- Write a letter of complaint to the head of the workhouse about the food you received.

#### *Things to remember when writing a letter of complaint:*

- This is a formal letter, so you need to think about how you would address the person you are writing to and about how you would sign off the letter.
- Think about the TONE of the letter. You will need to be polite but firm and you will need to argue your case carefully and include facts. What are the reasons for your complaint?
- Are you complaining about:  
The quantity of the food?  
The quality of the food?  
The choice of food on offer? (Do you always get the same things at each meal?)  
The nutritional value of the food?  
Are you made to eat things you don't like?  
Why might it be a good thing for the Workhouse if the children were given better food?
- Think about how your letter will be structured and what the main point of each paragraph is.



## Further suggested activities/exercises for children

- Imagine you had to live in the York workhouse. Write a short story or a diary entry describing a typical day. You can look at the photographs to help you imagine what it might be like.
- Ask your parents if they know where their grandparents (your great-grandparents) lived, and what they did for a living. Write a report about one of your great-grandparents, saying where he or she lived, whether they had a job, whether they were rich or poor.
- See if your parents have any photographs of your great-grandparents (their grandparents) that you could bring to school. Prepare a presentation about them.
- Look at the photographs of the poor children in York. Would you like to be friends with one of these children? Describe what they might be like as a friend.
- Choose one of the children in the photographs as a pen friend. Write a letter to them describing a typical day in your life. Then write their reply to you (or swap with one of your classmates and pretend you are the penfriend they wrote to, and write a reply to their letter.)
- Look at the photographs of life in the York slums. Paint a picture of one of the slums, and of the children who lived in them.
- Look at York Explore's online archive of old photographs, at [www.imagineyork.co.uk](http://www.imagineyork.co.uk) See if you can find any more photos of poor children; or of your school; or of your own street from 100 years ago
- Imagine that Seebohm Rowntree was alive today, and that he sent one of his researchers to describe life in your family. What might he write about your family?

## Further suggestions for teachers

1. **Bring a piece of rope into class and ask children to try to unpick it.** Ask them how they would like to spend the whole day doing that. Ask the children why they think people in the workhouse might have been asked to unpick old rope.
2. **Project on nutrition.** Get the children to compare the diet of children in the workhouse with what they themselves eat today. Get them to keep a food diary recording what they eat each day for a week. Compare this to the diet of the workhouse children, and to a recommended balanced diet which includes five portions of fruit and vegetables a day.

Ask children to research what nutrition different kinds of foods provide, and how much of various types of foods/ nutrients we need each day to be healthy. Ask children to work out whether their own diet is healthier than that of the workhouse children.

### 3. **Drama Projects:**

Write/ perform a small drama about Mrs Hughes going before the board of poor law guardians to ask for help. What did she say? What might they have asked? How would she feel? How would they behave towards her? What would she say to her children when they she got home? How would they respond?

Imagine it is your first day in the workhouse. You meet another child/ other children at bedtime. Get to know the other child/ children by asking about them, and discuss your day. Think about: who you are, where you live, what your mum and dad do; why you are in the workhouse; how you feel

Hot seat activity: children take on the role of a workhouse child, and answer questions from the other children

4. **Ask children to write a fiction diary.** Here's an example of how you might do that:

Task: Write a fictional diary as if you were one of the children of Jordan Richard.

A diary can be informal, will be written in the first person and the writer will express his or her thoughts and feelings in a personal way. Remember to write in paragraphs and try to use descriptive language.

Here are some ideas to get you started:

- What was it like when you got up? You may not have known the time, but what could you hear when you woke? Were you sharing a bedroom? What was the room like? Was it dark? Cold? Hot? Smelly?
- What clothes did you put on? What did they feel like to wear?
- Did you have to get your own breakfast? What did you have? What about your brothers?
- What did your father do all day? How did he look? What was he wearing?
- What about your mother? Did she go out to work? Perhaps you were left in charge of your brothers, describe what you did.
- Can you describe what your mother and father look like and what their personalities are like?
- Did you hear them talk to each other? What did they say?
- Did you go out to play? If so, describe where and what games you played.
- How did the day end for you and your family? How did you feel as you wrote your diary before you went to bed?

5. **Research project on the Rowntree family.** Research individual members of the family: eg Joseph, Seebohm, Arnold. What did they do for York?  
Research the origin of the Rowntree chocolate factory. How did it begin? Where was the first factory? How many people did it employ?  
Do some research about New Earswick, Joseph Rowntree's 'model village', and about Joseph's generous treatment of his workforce.  
Find out more about Seebohm's work on poverty in York.  
The Rowntree Society has a lot of useful information about the Rowntree family.  
Visit: <http://www.rowntreesociety.org.uk/>
6. **Organise a classroom debate.** Would it have been better to live in the workhouse, or in a slum like St William's College? Organise the children into two teams to research and debate this...
7. **Research project.** Does your school have log books from the Victorian period? Ask children to look through the log, to find out about children from that period. Did any of the children from your school go to the workhouse?
8. **Research projects.** How big were families in Victorian times? Get children to look through census records to find out how many children their own grandparents/ great-grandparents had. Where did they live/ What might the conditions have been like? Children could write reports for class about their own ancestors.

**This information pack was produced by...**



York Civic Trust

**explore**

Libraries and Archives

We are grateful to Nestlé S.A., the Borthwick Institute for Archives at the University of York, and Philippa Pitt for permission to reproduce photographs.

**Did you find this information pack useful?** It is the first of a series of education packs we plan to produce for York primary schools about York's history. We would love to have any feedback. It would help us greatly if you would not mind filling in the form attached and returning it to [info@yorkcivictrust.co.uk](mailto:info@yorkcivictrust.co.uk)



## Teacher evaluation form

### How did you access this workbook?

- ☐ School resource
- ☐ Downloaded from York Civic Trust Website
- ☐ Given by a colleague
- ☐ Other

### How did you use this workbook?

### How useful was this workbook

- ☐ No use
- ☐ Somewhat useful
- ☐ Useful
- ☐ Very useful

### Will you use this again?

- ☐ Yes
- ☐ No

### Any other comments

## Student evaluation form

Did you enjoy learning about life in Victorian York?

If so, why don't you fill in the form and tell us about it...



|                                                     |  |  |  |  |  |
|-----------------------------------------------------|--|--|--|--|--|
| I learnt something new                              |  |  |  |  |  |
| I thought the photographs were interesting          |  |  |  |  |  |
| It made me want to know more about my city          |  |  |  |  |  |
| It made me think about how people lived in the past |  |  |  |  |  |
| I enjoyed the lessons                               |  |  |  |  |  |