

# **Sainsbury's Virtual Museum**

**Teachers' Zone**

**KS2**

**Victorian Britain**

## Activity 1 - Young Workers at Sainsbury's

Today, when you are 11 years old, you leave primary school to go to secondary school. In the 1890s many children, when they reached 11, left school and got a job. Some children could not find work near their homes, especially if they lived in the country and so they left home and went to London to work and live at Sainsbury's.

*Before you start, go to the "People at Sainsbury's" section of the Virtual Museum.*

1. What was it like being a young worker at Sainsbury's in the 1890s?

Collect as much information as you can about young workers. The right hand column will tell you where to look for your answers. You will use the information you collect for the next two exercises:

Age		Can you guess from looking at the photographs? <i>Look on the "Young Workers" page</i>
Wages		How much did they get paid? <i>Look on the "A Typical Day" page</i>
Days		How many days did they work each week? <i>Look on the "A Typical Day" page</i>
Hours		How many hours did they work each week? <i>Look on the "A Typical Day" page</i>
Type of work		What kind of jobs did young workers do? <i>Look on the "Young Workers" page</i>
Accommodation		Where did they live? <i>Look on the "Women Workers" page</i>
Education		What did they have to be good at? <i>Look on the "Young Workers" page</i>
Character		What type of behaviour was expected by Sainsbury's? <i>Look on the "Young Workers" page</i>
Special abilities		Were there any other special skills they needed to do the job? <i>Look at what Mr Barnett says on the "Young Workers" page</i>

2. Write a letter

Imagine you are a young boy working at Sainsbury's and so living away from home. Write a letter home to your mum after your first month's work. It will start...

My dearest Mother,

I have just finished my first month at Sainsbury's and now I'm going to tell you all about it.

Your loving and obedient son  
Eric

3. All of John James and Mary Ann Sainsbury's six sons worked in the family business. Look at the experiences of John Benjamin Sainsbury and Frank Sainsbury as young workers. *Look on the "Meet the Sainsburys" page.*

What does this tell you about the character and personality of John James and Mary Ann?

4. Design and advertisement for a job for an 'egg-boy'.

You can produce the advertisement on paper or use the computer.

Use the information you collected on hours, wages, education, character etc. Look at the advertisements in your local or national papers to get ideas on what to put in and how to lay it out.

## Activity 2 - Delivery boys

This section looks at the work of one particular young worker at Sainsbury's in the 1900s. His name was Harry Webb and he was a delivery boy. You will find all the information you need on these two pages in the "People at Sainsbury's" section. (*Look on the "Home Delivery" & "Personnel File" pages*).

- Complete the following story of Harry Webb's life.

Harry Webb was a delivery boy for Sainsbury's in 1912.

Harry lived near the Enfield store at 28 \_\_\_\_\_ Road. Because people did not have cars in those days Harry's job was to \_\_\_\_\_.

Each day before breakfast he would have to get up and \_\_\_\_\_.

Then he would put on his uniform of \_\_\_\_\_. Sometimes Harry would have a friend to help him deliver because \_\_\_\_\_.

Riding the tricycle was probably uncomfortable and bumpy as well because the streets were made of \_\_\_\_\_ and the tricycle did not have modern tyres. Instead they were made of \_\_\_\_\_.

Sometimes Harry would advertise special offers. Today his special offer is \_\_\_\_\_.

- Imagine you are helping Harry Webb to apply for a job as a delivery boy at Sainsbury's. Complete this CV application form.

Name			
Address			
Previous employment			
Married or single		Male or Female	
Letter supporting the job application (Write here things that Harry would need to tell Sainsbury's he was good at in order to get the job).			

### Activity 3 - Adult Workers at Sainsbury's

A big chain of shops like Sainsbury's needed lots of workers to keep it running. These pages will help you find out the information you need:

Look on the - "Butter" page in the 'Explore a Store' section.  
"Women workers" page in the 'People at Sainsbury's' section.  
"A Typical Day" page in the 'People at Sainsbury's' section

1. Find an example of a job which was done only by men

--

2. What type of jobs did women do at Sainsbury's?

--

3. How do you explain the difference between the jobs for men and those for women?

--

4. People in shops worked long and hard in Victorian Britain. Fill in this chart of hours per day:

<b>DAY</b>	<b>HOURS PER DAY</b>
Sunday	
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Saturday	
<b>Total number of hours</b>	

5. Plan a biography of Mary Ann Sainsbury, one of the co-founders.

Look in the “Meet the Sainsburys” page

<b>A Biography of Mary Ann Sainsbury</b>	
Born	
Family Background <i>(Where was she from? What did her parents do for a living?)</i>	
Early Work <i>(Before she helped to start Sainsbury's)</i>	
Married	
Her work in the shop	
Size of family	
Death	
Her contribution to the growth of Sainsbury's	

## Activity 4 - Where we got our food from in Victorian Britain

Sainsbury's got their food from all over the world. Complete the following survey. See how many different countries of origin you can find for each product.

Go to the "Explore a Store" section. You will find the information you need on the pages for "Butter", "Cheese", "Eggs" and "Meat".

Product	Country
Butter	
Eggs	
Cheese	
Meat	

1. How do you think these goods got from the countries of origin to Sainsbury's central depot at Blackfriars?

2. How did Sainsbury's get these goods from the depot to all their local stores?

3. There was no refrigeration in the 1890s. How did Sainsbury's keep things cold and what problems would this method have given them?

## Activity 5 - Using historical sources

Finding out about the past is like being a detective. You pick up lots of clues from different places and put them together to make the whole story of history. Historians get their clues from sources. A source could be a story, a photograph, a letter, a person or anything at all with a story to tell about the past.

Like all good detectives, historians must check to see if their sources are reliable, that is they must be sure they are telling the truth.

Answer the following questions and see how many different sources you use. (*You will find the information you need on the “Timeline” section, starting with the ‘Victorian’ page and working through, one page at a time, to ‘Rapid Expansion’*). Write your answers on a separate sheet of paper.

1. In the 1860s, street markets were busy, crowded and noisy places. Which source on the page gives you this answer?
2. In 1870, what did John James Sainsbury’s neighbours in Drury Lane do for a living? Which source on the page gave you the answer?
3. In Queen’s Crescent, Kentish Town, how much butter would you have to buy from Sainsbury’s to get a free gold metal revolving pencil? Which source on the page gave you the answer?
4. In 1881, Sainsbury’s opened a shop in Watney Street, Stepney, but they had to make all their deliveries to the back of the shop. Why? Which person or source on the page gave you the answer?
5. What else did Sainsbury’s sell in Islington in 1882 apart from butter? Which source on the page gave you the answer?
6. In 1892, how many shops did John James Sainsbury have in London Road, Croydon? Which source on the page gave you the answer?
7. On the Timeline page for Balham it says “The Balham shop traded until 1969 and changed little in appearance during this period.” Do you agree or disagree? What source on the page gave you the answer?
8. Complete this table, using the information on the “Expansion” page? What source on the page gave you the answer?

Year	Number of shops	Number of workers
1880		9
1890	16	
1900		

9. How many different sources did you see?
10. Which source do you think is the most truthful and why? Could any source not be telling the truth, even by accident? How would you check?

## Activity 6 - Plan a Victorian shop

Running a shop in Victorian Britain was a tough business. You had to be absolutely certain where the best place in the road was to locate your shop and why. Inside the shop, you had to decide where you were going to place your products and why.

Imagine you have been asked to design a grocery shop store in 1895. It does not have to be Sainsbury's, you could name the shop after yourself.

You have to create a report which will include four things:

- a. A description of where you would locate the store in the street and why.
- b. Some suggestions for the design of the inside of the shop.
- c. A plan of where you would place the goods in the shop and why.
- d. A design for the front of the shop.

1. Where would you locate the store in the street and why? (*Go to the "Explore a Store" section and look at the "Choosing a Location" page*).

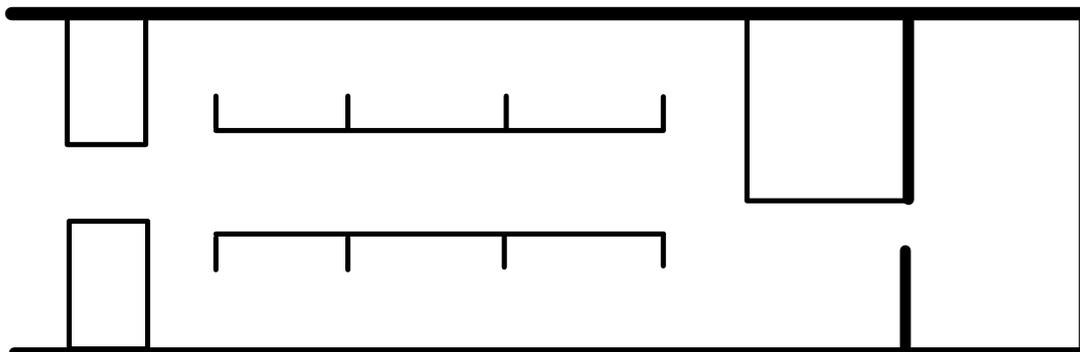
Write your explanation here.

2. How would you design the inside of the shop? (*Go to the "Explore a Store" section and look at the pages on "Shop Lighting", "Wall Tiles" and "Floor Mosaics"*).

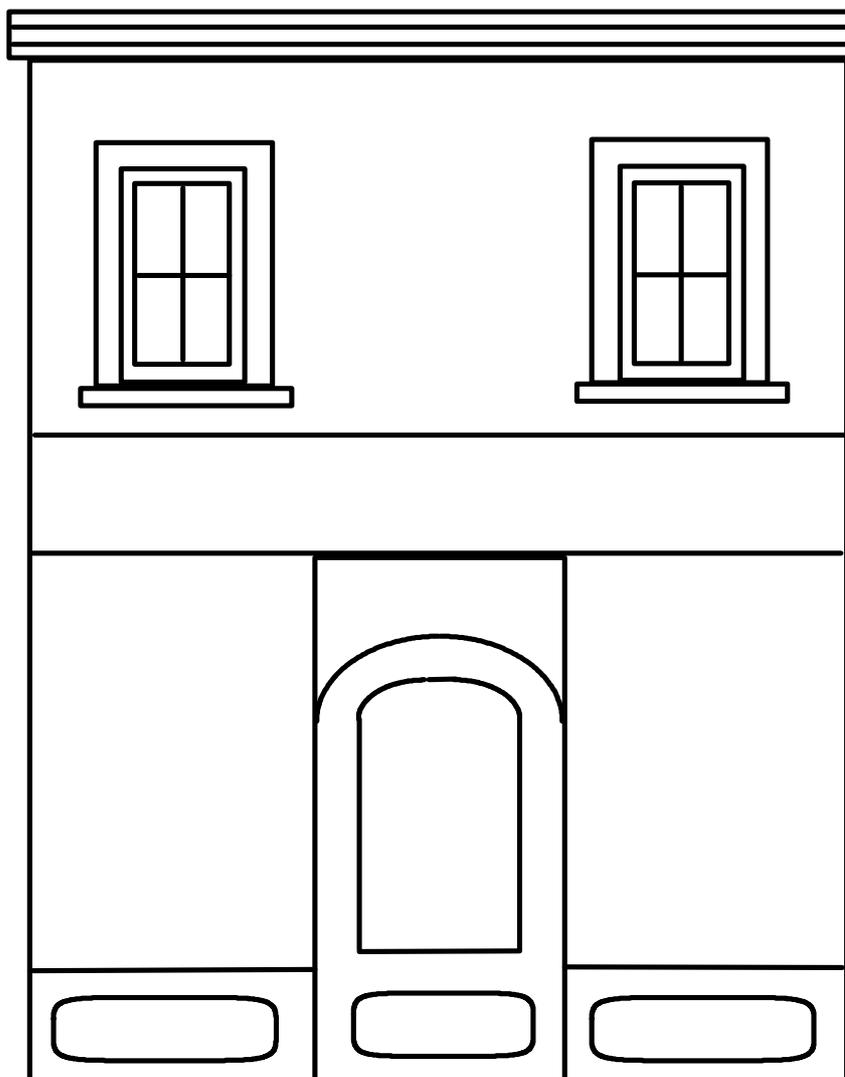
Describe what you would choose and why for the following:

Lighting	
Tiles	
Mosaics	
Shape of the shop	

3. Label the following outline plan of the inside of a shop. Where would you place the different products? What were the two rooms at the back of the shop?



4. Complete your design for the front of a shop in 1890. Use Sainsbury's for ideas but perhaps you could name the shop after yourself.

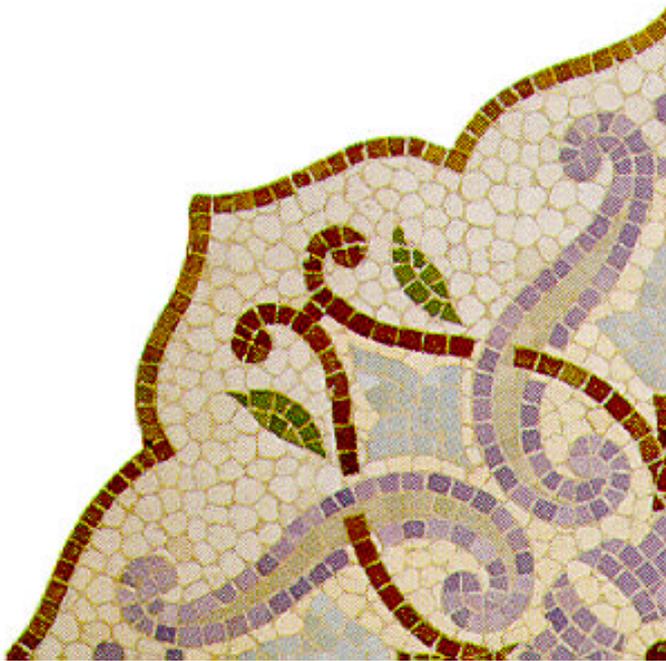


Use your illustrations and reports to produce the front page of a Victorian newspaper celebrating the opening of a new shop in your town. If you want to produce the newspaper using IT you can download pictures and text from the Virtual Museum.

## Further activities -Art in the shop

Sainsbury's, like many shops and stores in Victorian Britain, placed a great emphasis on clean attractive decoration. One decoration they used was mosaics. A mosaic is a design or decoration made up of small pieces of coloured stone or glass.

The mosaic used in this exercise was in the centre of the Guildford branch. It was made up of the same pattern repeated a number of times. In the symmetry exercise below, three-quarters of the mosaic has been removed. Can you reconstruct the whole mosaic from this fragment?



Here is a copy of the floor mosaic at the entrance to a Sainsbury's with the name removed.

Create a mosaic design of your own name.

Look at the original on the Floor Mosaics page for ideas, then write an outline of your name in pencil. Use a square brush or piece of wood to dab paint along the outline.

