

# GORDON & WOBURN SQUARES

## ABOUT THIS PACK



Bloomsbury's garden squares provide green openings in the centre of the city. Gordon and Woburn Square gardens have both been restored with their heritage importance in mind.

The Squares offer a range of opportunities for children's learning, and are spaces where children can investigate, observe, wonder, record and create. Questioning and speaking and listening are therefore at the heart of the pack.

This pack, written for primary schools in the area, provides ideas for using the Squares and their gardens with your pupils. See the Contents list on the next page.

Outings to the squares are built in, for observation, recording and information-gathering; as a stimulus for activities back in the classroom; and for performance of creative work.

The pack focuses mainly on Science, History, English and Art/Design, though there are cross-curricular elements throughout, emphasising the creative linking of subjects to encourage more rounded learning.

Learning is essentially a process of enquiry. We have therefore based the pack around three key questions:

**Q What are Gordon and Woburn Squares like now, and how are they used?**

**Q What were they like in the past, and how were they used then?**

**Q What might they be like in the future, and how might we use them?**

### **Health & Safety**

Follow your school or local authority guidelines about taking children out of school. Carry out a risk assessment before allowing children into different areas of the gardens, or before touching anything in the gardens. See the health & safety advice at the end of the Science section.

## Gordon & Woburn Squares primary schools pack

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Science section questions based on Nuffield Primary Science

1881 Census data (on CD-rom) used under an agreement by Leeds Metropolitan University with the Church of Latter-Day Saints

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# GORDON & WOBURN SQUARES

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### SUMMARIES OF EACH SECTION

#### SCIENCE SUMMARY

There are different suggestions for each of KS1, lower KS2 and upper KS2. These would all be most productive in spring and summer.

##### **KS1 Plants and animals in Gordon and Woburn Squares**

##### **KS1 Gordon and Woburn Squares as habitats**

##### **KS1 Flowers in the Squares**

##### **KS1 Grouping plants in the Squares**

##### **KS2 Yr3/4 The growth of plants**

##### **KS2 Yr 3/4 Habitats and food chains in the Squares**

##### **KS2 Yrs 5/6 Living in the gardens in Gordon and Woburn Squares**

##### **Plants to look out for in the gardens**

##### **Health & safety advice**

*Summary of the science section:* Field trips to the gardens in the Squares to observe and record plant and animal life, following or preceding work in the classroom. See also ‘**Plants and where they come from**’ in the History section.

##### **Resources:**

**R1** Plane trees: pictures

**R2** Grouping animals and plants chart for pupils to fill in their findings

**R3** Habitats chart for pupils to fill in their findings

**FSC** keys to identifying plants

## HISTORY SUMMARY

Many of the suggested activities in this section can be adapted for use with either key stage 1 or key stage 2 children. Where they are particularly suited to a particular age group this is shown.

### **KS1 and KS2 Time walks – finding clues to the past**

There are two different time walks, for each of KS1 and KS2.

*Summary:* Observing, recording and discussing the buildings and their features, in and around the gardens in the Squares.

*Resources:* Digital cameras, clipboards, and pencils.

**R4 ‘Your house in Woburn Square’ recording frame**

**R5 Street furniture: pictures**

**R6 Historical photos of Gordon and Woburn Squares**

### **Woburn and Gordon Squares: ‘This is your life!’**

*Summary:* Making a class timeline

*Resources:*

**R6 Historical photos of Gordon and Woburn Squares**

**R7 Maps**

**R8 The story of Gordon and Woburn Squares**

### **Plants and where they come from**

*Summary:* A science and history cross-curricular activity.

Identifying plants and researching which parts of the world they came from originally

*Resources:* Field Studies Council keys supplied, supplemented by other resources and/or internet research

### **Squares and parks 100 years ago: what did people do there?**

*Summary:* Using historical photographs to find out what people, particularly children, used to do in parks

*Resources* **R9 Edwardian parks (photos)**

### **Who lived in the squares? Census detectives**

#### **A Introducing the census**

*Summary:* Children learn about what a census is, what it records and why.

#### **B Examining handwritten sheets from the 1901 census**

*Summary:* Children see what real census data looks like. With care they can decipher the writing and see what kind of people were living round the squares and using the gardens.

*Resources:* **R10 Handwritten census for Woburn Square, 1901**

**R12 Cracking the census code**

#### **C Filling in personal census entries**

This is to help children understand what a census is, not to be shared with others.

**R13 Blank census template**

## **D Examining the 1881 census for Woburn Square**

### **E Using ICT to investigate the census**

**Summary:** Children are each assigned a house to examine in detail, using sheets printed out from the CD-rom. They can gain a great deal of information from this about the people who lived in the squares and used the gardens.

Children can do this on paper, or using ICT with the CD-rom provided.

**Resources:**

**R11 Sample of Gordon and Woburn Squares 1881 census data**

**R14 Using the census with ICT**

See the CD-rom with 1881 census data provided.

### **F Telling a story in role: Frances' suffragette adventure**

**Summary:** What it was like to be a child living in the squares in Edwardian times? The former child, now an old lady, tells the story of what it was like, and the suffragette demonstration she went on. This could be done with a visitor in role.

**Resources:**

**R15 Woburn Square drawing-room photo**

**R16 'Living in the Squares and a suffragette adventure'**

## **G A domestic servant's life**

### **H Documentary evidence – the work of a housemaid**

**Summary:** Finding out what life was like from the servants' point of view.

**Resources:**

**R17 'The housemaid's work' from Mrs Beeton's Household Management**

Use the BBC video *Landmarks* video 'Victorian Britain 3: Home life' if you've got it

## **I Sir Frederick Treves, a famous surgeon who saved the King**

**Summary:** Reading and discussing the story of the surgeon who developed the appendicitis operation

Checking the evidence: documentary sources: check the 1881 census data provided on CD-rom to find evidence of Frederick Treves living in Gordon Square

**Resources:**

**R18 Story of Sir Frederick Treves**

**R19 1881 business directory**

## **J Role play**

**Summary:** Suggestions for using the gardens in the squares the Victorian way. This is likely to be a summer end-of-term activity.

**Resources:**

**R9 Edwardian parks (photos)**

What else you need depends on what you do.

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## ENGLISH/LITERACY SUMMARY

This section uses the Green Man statue in Woburn Square as a starting-point.

### **The Green Man: story-telling**

**Summary:** Visit the Green Man statue in Woburn Square and observe the carvings on the church on the corner of Gordon Square. Hear and discuss stories about the Green Man.

**Resources:** *R20* ‘Sir Gawain and the Green Knight’ story  
*R21* ‘Kirtimukha: the Hindu, Jain and Sikh Green Man’ story

### **Researching and mapping the Green Man**

**Summary:** Children discuss the pictures of Green Men supplied, and supplement these with internet research. A Google Images search on ‘Kirtimukha’ is productive.

**Resources:** *R22* The Green Man: pictures  
*R24* Green man world-wide: recording sheet

### **Personal interpretations of the Green Man**

**Summary:** Children draw their own pictures of Green Men

**Resource:** *R22* The Green Man: pictures

### **The Green Man in the literacy hour**

**Summary:** Puck in ‘A Midsummer Night’s Dream’ reading the text using a text-breaker, and examining the William Blake painting of him

**Resources:** *R23* Midsummer Night’s dream text-breaker

*R22* (first page) The Green Man: pictures, including copy of William Blake painting of Puck, Oberon, Titania and fairies

### **Using the squares for storytelling and drama**

**Summary:** Suggestions for putting on a play about the Green Man in the performance area in Gordon Square

**Resources:** This would depend on what you do

### **Plane tree poem**

**Summary:** A suggestion for writing a poem about the plane trees

### **The great pollution debate**

**Summary:** Children summarise their findings about the Squares now and in the past, and debate whether there was more pollution in the past than there is now.

**Resources:**  
*R25* Discussion and persuasion writing frames  
*R6* Historical photos of Gordon and Woburn Squares  
*R26* May 2006: Photographs before the work was done

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# ART/DESIGN SUMMARY

## **The Squares now: architecture and design**

**Summary:** An observational walk around the squares and gardens, recording what is there, followed by creative work in the classroom

**Resources:**

**R5 Street furniture: pictures.**

**R26 May 2006: photographs before the work was done**

Digital cameras, clipboards, pencils, etc.

## **KS1 Gordon Square, now and then**

**Summary:** Revisit the squares and review what children have seen. What is old and what is new?

**Resources:** (School to provide magazines or similar with current pictures of traffic, people, etc. The children's digital photos/observational drawings are another source).

**R5 Street furniture: pictures.**

**R6 Historical photos of Gordon and Woburn Squares**

**R7 Maps**

**R8 The story of Gordon and Woburn Squares**

**R9 Edwardian parks (photos)**

## **KS2 People in urban spaces**

**Summary:** The squares now – how are they used? Observing and recording activities in the gardens

**Resources:** Clipboards, paper, drawing materials

**R27 Recording sheet: activity in the gardens.**

## **KS2 Design a garden**

**Summary:** The gardens have recently been restored. How would the children have designed them?

# GORDON & WOBURN SQUARES

## A BRIEF HISTORY OF THE SQUARES



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Woburn and Gordon Squares are just two of around 600 garden squares in London. The first garden square in Bloomsbury was Bloomsbury Square, built in the 1660s.

Both Woburn and Gordon Squares were originally part of the Duke of Bedford's estate. They were designed, built and planted by Thomas Cubitt in the late 1820s, as part of a general building boom. Thomas Cubitt followed the lead of Bedford Square by building the houses in the squares in uniform terraces. The architectural style is late-Georgian. This style features symmetrical design, using simple geometric shapes, sash windows and doors with fanlights above them.

The larger Gordon Square was built as one of a pair with nearby Tavistock Square, which is the same size and shape. Woburn Square is smaller. Why were these garden squares built? There were two main reasons: first, because the attractive wide garden spaces made the houses around them easier to sell; secondly, because the gardens provided fresh air in the middle of the city, and this was considered essential to health.

The Duke of Bedford took a personal interest in the squares, and helped to design the garden of Gordon Square. The garden was like other small and medium-sized squares in London. It had a belt of trees and shrubs around the perimeter, for shelter and privacy. There was a central feature - a round shrubbery. A footpath went round the central feature. Several curving paths snaked away from the centre and joined a path round the perimeter. Woburn Square had no central feature, probably because of its narrowness.

The gardens in Woburn and Gordon Squares were originally only open to the residents of the squares, and were surrounded by railings. Outside the railings, paving and lighting made walking safe. In the early years, the residents used the squares mainly for walking or sitting in the open air. Later, there were more energetic activities. Before World War II there were even two lawn tennis courts in Gordon Square.

How were the gardens kept up? Generally they were *'kept in order by jobbing gardeners at a certain rate by the year. The principal part of their business consists in keeping the grass short, by mowing once a fortnight in summer, and rather seldomer in spring and autumn, in keeping the gravel clean, and keeping up a display of flowers'* (J C Loudon, 1850)



Who paid for the upkeep of the gardens? The residents of the squares were charged a fee in return for the use of the gardens. When large works were needed, the Duke of Bedford, as the owner, paid. For example, in the 1860s, he became concerned about the neglected, overgrown state of the trees and other plants in the squares on his estate. He carried out repairs and improvements in the squares .

Woburn Square suffered bomb damage in 1941 during the World War II Blitz. See the photograph in resource R6.

It was only in 1974 that Camden Council negotiated open access to the squares by the public.

Today, both gardens belong to the University of London. The University also owns many of the buildings in the squares.

In 2006 the gardens were restored under the direction of the University of London, with funding from the University, Heritage Lottery Fund and the Wolfson Foundation. The basic designs remain the same, but undergrowth was cleared and paths relaid. There was much new planting, particularly in the Wild Area in Gordon Square. There is now a kiosk providing refreshments in Gordon Square. Woburn Square has a new and improved children's playground and a statue of a Green Man. Railings specially made to the original design were reinstated, and the gardens are once again open to the public.

# GORDON & WOBURN SQUARES

## KS1 SCIENCE



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## KS1 Plants and animals in Gordon & Woburn Squares

[QCA Unit 2B: Plants and animals in the local environment]

**Resources:** R1 Plane tree photos

A summer visit to Gordon Square will allow children to experience a wide variety of plants. Animals will probably not be so obvious, but there are grey squirrels in the squares. There are plenty of pigeons and some other birds too.

This links with work in the classroom on what plants and animals are, and what they need to live. In winter children can see leafless trees for themselves, and consider whether they are alive.

Trees in the Gordon Square garden include large London plane trees and lime trees round the edge, beech trees (some with purple leaves), holly, and several brown-leaved plum trees, also called cherry plum. The trees are mostly broadleaf though a few are evergreen. There are very few or no coniferous trees.

There are rose beds in the middle of the Gordon Square garden. The wilder areas are likely to have a greater range of plants.

Picking flowers or collecting plants is obviously not a good idea in these gardens!

It would be useful to discuss the visit and what children are to look for before setting off.

### Questions for discussion

**Q** What plants have we found, and where in the garden are they?

**Q** What animals have we seen? What were they doing? What do you think they eat?

**Q** Do all the plants have flowers on them? (Unlikely - this will depend on the time of year. There are several flowering cherry and plum trees in Gordon Square.)

**Q** Do all the plants have leaves?

**Q** What shapes are the leaves? Are the leaves on one tree all exactly the same shape?

The holly under the plane trees will always have leaves - very prickly ones of course. There is some hedgehog holly with spines all over the leaves in

the north-east corner of Gordon Square. The viburnum, laurel, aucuba and choicya bushes are also evergreen.

The plane trees have leaves with a more interesting shape than most in the square, but the hairy fruits and young leaves can cause allergic reactions, particularly if they are handled directly.

The ginkgo trees on the pavement beside the church on the Byng Place corner have very interesting leaves - the veins are in straight lines. Ginkgo trees are unlike any other and are known as living fossils, because they were around at the time of the dinosaurs.

Look out for ferns in the north-west corner of Gordon Square.

There may be birds such as pigeons and blackbirds. There will be plenty of woodlice, worms, beetles and so on in the wilder areas. Beetles and woodlice will be hiding under stones, leaves and other debris. Worms may not be visible at the surface unless it is a damp day. Carry out a risk assessment before looking for any of these in these public gardens – beware discarded needles particularly.

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## **KS1 Gordon and Woburn Squares as habitats**

[QCA Unit 2B: Plants and animals in the local environment]

You could visit two contrasting areas in the Gordon Square garden with the class. Choose a well-maintained place such as a flowerbed or near the kiosk, and with care a wilder area under the trees. You and the children could photograph the areas for a classroom display and return at different times of the year.

Look at Woburn Square as well. Woburn Square does not have as much variety as Gordon Square. It is much smaller, and the buildings and shade from the large plane trees make the garden rather dark.

The Gordon and Woburn Square gardens have a range of habitats, some more obviously cultivated than others.

It is likely that, as the new gardens in the Squares mature, there will be more wild flowers (or weeds) than there are at first. The Wild Area in Gordon Square is carefully planted with native plants from a variety of habitats.

The children could record by photographing, drawing and or/writing about what they have seen.

### **Questions for discussion**

- Q** What differences do children see between the two gardens?
- Q** Why do you think the gardens are different?
- Q** Who do you think planted these trees and other plants? Did some of them just arrive by themselves?
- Q** What animals and birds do you expect to see? If you did, what are they?

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## KS1 Flowers in the squares

[QCA Unit 2B: Plants and animals in the local environment]

This is obviously material for spring and summer. A visit to Gordon Square would enable children to see real flowers growing – but this will be a matter of look, don't touch!

The visit would provide a context for classroom work on growing plants and looking at flowers, fruit and seeds.

Wild flowers will have grown from seed shed by previous generations, or brought in by the wind, birds and other animals. Some will have been planted deliberately, particularly in the Wild Area. The bluebells also reproduce by means of (poisonous) bulbs. So do the crocuses. The roses in the cultivated flower beds are likely to have been grown from cuttings, and then transplanted into their present position.

It may be difficult to find real seeds in the squares, apart from those from plane trees. The spiky plane tree fruits hang from the trees for months. But they can cause allergic reactions and are best avoided, and the seeds do not germinate well in Britain.

Look out for herb bennet (a wild flower with inconspicuous yellow flowers). It has hooked seeds which stick to most things.

You will find new shoots growing in the spring particularly in the wild areas of the garden, but children should keep to the paths.

### Questions for discussion

- Q What different flowers can you see in the gardens?
- Q What are the names of different parts of the plants?
- Q Where do seeds come from?
- Q Why do you think the plant has leaves, flowers, seeds?
- Q How do you think it came to be growing here?

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## KS1 Grouping plants in the squares

[QCA Unit 2C: Variation: Grouping animals and plants]

**Resources:** R2 Grouping plants and animals chart

A summer visit to the Gordon Square garden may be a stimulus or follow-up to work in the classroom on grouping plants and animals.

You can take advantage of being in the Gordon and Woburn Square gardens to look at the whole plant rather than just a leaf or flower.

There are yuccas in both the gardens, particularly in Woburn Square.

Note that the ginkgo trees in Byng Place by the church are said by scientists to be a 'living fossil' in a group by themselves. You could

compare the pattern of the veins on ginkgo and other tree leaves to show that ginkgo are different from any others.

Children can look at plants in different parts of the garden. The Wild Area in the Woburn Square / Byng Place corner is likely to be most productive in terms of numbers of different species.

Look at some of the flowers in the gardens. Children can learn some of the plants' names.

Children can take digital photographs and print them out back in the classroom, write and draw pictures to show what they have found. It may help if they have a table to do this. They should not pick leaves or flowers in the gardens.

About how many are there of each kind of plant? Children could record their results using a block graph.

Children can also discuss how to group the photos. They can group, then justify their grouping to others. It's easier to group by having something to move around physically – they can even in some cases create Venn diagrams using hoops in the playground or classroom.

### **Questions for discussion**

**Q** What living things are there in the gardens? Are they animals or plants? How can you tell?

**Q** What plants grow in the different areas of the gardens? Why do some plants grow in certain areas and not others?

**Q** Look at the trees. Do they all go in the same group? What will children use for grouping – the leaves? (Almost all the trees in the gardens are broadleaf rather than coniferous, though some are evergreen. There are both trees and shrubs.)

**Q** Look at the plants in the flowerbeds. How could we group them? (In summer they may all be roses, but they can be grouped by flower colour.)

**Q** What about other wild flowers?

**Q** What about the grass? – what group is that in? (a question to ask if there are bulbs such as bluebells or crocuses visible). Why are you unlikely to see grass flowers in the gardens?

**Q** Are there any animals (including birds)? If so what? How would you group them? What about the humans?

### **Health & Safety**

Follow your school or local authority guidelines about taking children out of school. Carry out a risk assessment before allowing children into different areas of the gardens, or before touching anything in the gardens. See the notes at the end of this Science section.

# GORDON & WOBURN SQUARES

## KS2 (YRS 3/4) SCIENCE



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## KS2 (yrs 3/4) The growth of plants

[QCA Unit 3B: Helping plants grow well]

**Resources:** R1 Plane tree photos

Work in the gardens is mostly observation – there is little opportunity for experiments. A summer visit to the Gordon and Woburn Square gardens would tie in well with classroom experiments with growing seedlings in different conditions.

(The plane trees have attractive seeds, but note that they do not germinate well in Britain and that they may cause allergic reactions, particularly if handled directly involving skin contact.)

Children could draw what a plant in Gordon Square looks like at different times of the year. (Plane trees would be an obvious choice. A flowering cherry would be attractive too. )

### Questions for discussion in the gardens

**Q** What are plants? –plants include trees and grass.

**Q** What keeps the plants alive in the gardens? Suppose all the humans left – what do you think would survive?

**Q** Which plants are living? Are some plants dead? How can you tell?  
(There are likely to be dead or dying plants in autumn and winter in the wilder parts of Gordon Square, particularly under the trees. But the bulbs and some other plants are not actually dying – only their leaves. The same applies to the trees of course.)

**Q** Are the leafless trees in winter alive? (There are many trees which lose their leaves in winter in Gordon and Woburn Squares. In spring you can see the buds before the leaves grow. )

**Q** Does the plant have anything which makes it easy to live in this place? Why do you think this helps?

**Q** Do the plants under the trees look as healthy as those in full sunlight? Some may be spindly from lack of light.

## Questions for discussion and research in the classroom

**Q** Why do you think plants have roots?

Why do you think plants have flowers?

Why do roses have thorns?

What happens when the plant dies?

Where do you think the seeds/fruit grow?

What do you think is inside the seeds/fruit? (Note that plane tree seeds may cause allergic reactions.)

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## KS2 Yr 3/4 Habitats and food chains in the Squares

[QCA Unit 4B: Habitats]

**Resources:** R3 Habitats chart

A visit to Gordon and Woburn Squares can provide the context for work in the classroom on a wider variety of habitats, and what plants and animals need to live. A visit would be best done in summer.

Children are likely to find plenty of habitats in the gardens:

- Woburn Square: the shrubbery, the children's play area, the grass, under the trees around the edge, among the branches.
- Gordon Square: the flowerbeds, the grass, the paths, around the kiosk, under the trees, the wild area.

Children can make a list of habitats, and describe each one. This could be in words and/or pictures.

## Questions for discussion in the gardens

**Q** What habitats can you see in the squares?

**Q** What are the conditions like in each (dark/light, dry/wet, open space or places to hide)? How much human interference is there? Are plants and animals likely to be trodden on (in the grass) and does this matter? Does this make a difference to which plants are growing in trodden and non-trodden areas?

**Q** What plants and animals do you expect to find in each?

What plants and animals are there in each?

**Q** What plants and animals could not live here?

What could live here but doesn't?

**Q** Why do you think these plants and animals live in these gardens?

## Further questions for discussion and research

**Q** Why do you think this is the best place for this animal or plant to live?

**Q** Could the plants and animals live anywhere else? What other sorts of places might they live?

**Q** Would each of these plants and animals go on living in the squares if all the humans left?

**Q** Does each plant or animal have anything which makes it easy for it to live in this place? Why do you think it helps?

Children could choose some plants and animals in the squares. They could draw several plants and animals in the place they think is best for them to live.

You can also do work on food chains, and discuss with children what the animals eat. Likely examples are pigeons which eat anything they can find including remains of people's food. Blackbirds eat worms, woodlice, and so on. Woodlice eat decaying leaves. Worms eat decaying material in soil. Micro-organisms in the soil break down decaying plant material into a form that can be absorbed by plant roots. If there's a buddleia in flower (look in the south-west corner of Gordon Square) it may have butterflies feeding on nectar.

There are a few kestrels in Bloomsbury. What do children think they eat? (pigeons, and presumably there are mice in the gardens too).

### **Health & Safety**

Follow your school or local authority guidelines about taking children out of school. Carry out a risk assessment before allowing children into different areas of the gardens, or before touching anything in the gardens. See the notes at the end of this Science section.



# GORDON & WOBURN SQUARES

## KS2 (YRS 5/6) SCIENCE



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### LIVING IN THE GARDENS IN GORDON & WOBURN SQUARES

[QCA KS2 Yrs 5/6 Environment and relationships between plants and animals]

**Resources:** R1 Plane tree photos

A visit is an opportunity for children to frame their own hypotheses, and to carry out close observation of living organisms.

Visiting the gardens in May and June is likely to be most rewarding, but could be contrasted with a February visit.

Children could photograph the gardens and the trees in February, for comparison. They could draw the trees at different times of year.

Encourage longer-term investigations through questions such as ‘Which trees flower first, or come into leaf first?’ Plot the number of different animals and plants present at different times of year.

You could focus on the western (Gower Street) side of Gordon Square. Compare the wild area on the Gower Street side with the corresponding area on the Tavistock Square side.

The wild area has been deliberately planted with a mix of ground cover plants including native plants. In May there is a beautiful display of bluebells and cow parsley. There will be lots of foxgloves, red campion, and primroses too.

The Tavistock Square side is less diverse, with a colonnade of lime trees. Note that both areas are partly shaded by trees, particularly the plane trees.

You could also have a look at Tavistock Square itself. This is very different from Gordon Square although its size and surroundings are similar. It doesn’t seem to have changed as much over the last century. See the maps in resource R7 which show a corner of Tavistock Square.

*See also the ‘Plants and where they come from’ activity in the History section of this pack (page 26).*

#### **Plant and animal adaptation**

The Squares are dominated by London plane trees. How are London plane trees adapted to their environment? Their most characteristic feature is that the bark is shed – see their mottled tree trunks. This means that pollutants do not build up.

There are few or no coniferous trees. This is because they do not stand up well to a polluted environment. The larger trees have survived the era of smoke from coal fires. You could relate this to the damage caused for

instance in Scandinavian coniferous forests by pollutants, including acid rain from industry in other parts of Europe.

Pigeons: children could observe these in the squares, and watch what they eat. There are a few kestrels around Bloomsbury feeding mostly on the pigeons. Close observation of any feathers found should be made with due regard to hygiene.

Grey squirrels: there are several of these in the Squares, and children could research these. It may be less easy to see them when there are lots of people about. Are there any dreys in the area? Compare these with birds' nests, and suggest reasons why they are positioned where they are.

### **Activities**

Choosing a defined area and counting the number of different species: this is likely to be most rewarding in the Wild Area of Gordon Square.

Children can practise using keys to identify plants. They can observe the whole plant in its environment. They can also photograph what they find.

Looking at flower parts will be best done back in the classroom, since you can't pick flowers in the squares.

Consider relationships between different plants. You could look at which plants grow in the shade of the trees and which need full sun. Which plants dominate their area (the bluebells and cow parsley for instance) and which are interspersed with others?

Think about the timing of plant growth and flowering during the year. Bluebells take advantage of the light in early spring, before trees come into full leaf.

What is living in each area? Children can use keys to identify plants.

The range of animals observed is likely to be small, and using keys to identify animals is likely to have to be done using pictures in the classroom.

Why these trees? Children can research some of the species they've identified – particularly the plane trees. Children can map where the species originated and find reasons why people chose to plant them in the Squares. This work has links with Geography, History, and PSHE.

For example, some older trees in London gardens may have been planted by Victorian or Edwardian collectors, who were keen on the fashionable hobby of travelling and discovering unusual species.

Identified plants can be entered into a class database. Fields could include Name, Species, Country of origin.

### **Questions for discussion**

**Q** Do the number and type of plants change from one part of the garden to another? What might cause these differences?

(Human activity is a very important factor. The areas have been deliberately planted in different ways and are being cared for. There are many human visitors to the squares.)

**Q** What plants would survive without human attention?

**Q** What plants would die if humans didn't look after them?

What about the animals?

**Q** What would happen if no-one tended the gardens for 1 year, 5 years, 20 years?

(This is a matter for speculation, research, and observation of what happens elsewhere if possible. Some plants would survive in the short-term, but after a few years would have been overwhelmed by others. )

### **Health & Safety**

Follow your school or local authority guidelines about taking children out of school. Carry out a risk assessment before allowing children into different areas of the gardens, or before touching anything in the gardens. See the notes at the end of this Science section.

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## **Plants to look out for in the gardens**

Both gardens are dominated by plane trees. There is a colonnade of lime trees along the eastern side of Gordon Square.

### **Gordon Square, south-west**

Shrubs: box, daphne (winter-flowering), golden holly, purple hazel and witch hazel

Wild and other herbaceous plants: bluebells, cow parsley, cranesbill, honesty, periwinkle, foxglove, primrose, campanula, red campion, sweet woodruff, ground ivy, herb bennet, violets, crocuses

### **Gordon Square, north-west**

Shrubs: box, dogwood, golden hazel, smokebush, honeysuckle

Wild and other herbaceous plants: iris, primrose, periwinkle, daffodils, ferns

### **Gordon Square, north-east**

Shrubs: yuccas, box, quince, fuschia, hedgehog holly, skimmia

Wild and other herbaceous plants: lords & ladies, cranesbill, periwinkle, iris, sedge

### **Gordon Square, south-east**

Shrubs: box, camellia, choicya, mahonia, sumach

Wild and other herbaceous plants: iris, ice plant

### **Gordon Square rose beds**

Roses, alchemilla, erigeron (daisy family), iris, gladioli, lilies

### **Woburn Square**

Palm tree, yuccas, dogwood, fuchsia, ferns, cranesbill, iris

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Under the *COSHH* and the *Management of Health and Safety at Work Regulations*, employers must protect the health and safety of their employees and are responsible for assessing risks for them. This protection should be extended to others who may be affected, for example, children at school. Teachers are required to co-operate with their employers by complying with such risk assessments. Education employers normally use model risk assessments which schools are required to consult. For primary schools, most employers have endorsed the publication *Be safe! Health and safety in primary school science and technology* – published by the Association for Science Education (3<sup>rd</sup> edition, 2001, ISBN 086357324X) – as providing suitable risk-assessment guidance.

Therefore, before taking children out of school, teachers should always check that what they are proposing is compatible with their employer's risk assessments (normally *Be safe!*). Any local rules issued by the employer must always be followed, whatever is recommended here.

### **Age, responsibility and maturity of pupils**

Consider how pupils are likely to behave when working outdoors. An adequate ratio of adults to pupils is needed in order to ensure that the intended activities are performed safely. The precise ratio will be determined by the risk assessment. It should not be assumed that the normal level of pupil supervision in classrooms will be appropriate out of doors.

### **Hazards in the environment**

Make decisions about where it is safe for children to go – carry out a risk assessment, which will normally require a survey of the area to be visited. Discarded syringes and hypodermic needles are a particular hazard because of the risk of transmission of disease. Don't touch these – contact the University of London if you find them. There may be other unsafe items, for example, broken glass or discarded cans hidden in grass or soil which cause cuts if accidentally encountered – these should be removed and disposed of safely. There may be other hazards such as pot holes in the ground or other unsafe structures which could cause wounds or children to trip. Children should be warned to avoid these hazards.

### **Disease**

Several diseases may be transmitted via injury, contaminated hands or through cuts and grazes. These include:

- AIDS from discarded needles and syringes
- Toxoplasmosis and toxocariasis from plants and soil contaminated by cat or dog faeces;
- Tetanus from cuts or wounds contaminated with soil.

Ensure that all hands are washed properly. With younger pupils, this should be seen to be done. Cuts and grazes on exposed skin must always be suitably covered. Look for (and remove hygienically) any animal faeces in the areas to be studied.

### **Allergies**

There is the possibility of exposure to plants or animals that may trigger an allergic response (see below). Consider also general exposure to pollen, triggering reactions in asthmatics and pupils suffering from hay fever. Be alert for the development of allergies and asthmatic attacks, which will be dealt with according to the school's normal policy.

### **Plants and fungi**

There are several poisonous flowering plants, as well as mushrooms and toadstools, that may be found in urban spaces. For many poisonous species, all parts of the plant are toxic. In others, the poison is concentrated only in specific organs such as bulbs, fruits or leaves.

Some species are not so much poisonous as irritant or allergenic when their seed cases, leaves and stems are handled or sap is smeared onto the skin. Plane trees are an example. Handling the bulbs of several species may cause dermatitis. Some plants with prickles, thorns etc may cause injuries to the skin and eyes.

Risks of poisoning, however, are minimal since serious ill effects are only likely if quantities of poisonous plants are consumed. Adequate supervision will prevent pupils eating suspect plants or fungi. Gloves or plastic bags should be worn when handling plants that may be irritant, allergenic or have thorns etc. Consider eye protection when working near spiky plants.

### **Sunburn**

There is the possibility of sunburn on unprotected skin on sunny, summer days, if exposed for more than 20-30 minutes. Encourage the wearing of long-sleeve shirts and hats and the use of sun creams where appropriate. Ensure that there is a sufficient supply of drinking water.

### **Hygiene**

This is an important requirement for working outside. It is needed whenever animals, plants, or soil, have been handled. Pupils may attempt to eat sweets etc with dirty hands; teachers should dissuade pupils from such snacking. Adequate provision for hand washing needs to be readily available; if teachers and pupils have to walk some distance to reach suitable facilities, they will often forget or not bother to wash their hands. The use of alcohol gels or other hand sanitisers should therefore be considered. Paper towels, rather than communal towels, should be used.

*We are grateful to John Tranter of CLEAPSS for his advice on health & safety.*

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# GORDON & WOBURN SQUARES

## HISTORY



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This section can form part of a *Local Study* and/or *Victorian Britain* at key stage 2. For key stage 1, it can be used to study the way of life of people in the past who lived in the local area, including a famous person.

The history section relates to our first and second key questions:

- What are Gordon and Woburn Squares like now, and how are they used?
- What were they like in the past, and how were they used then?

Many of the suggested activities in this section can be adapted for use with either key stage 1 or key stage 2 children. We have indicated where an activity is suitable for a particular key stage.

### KS1 Time walk – finding clues to the past

**Resources:** Digital cameras, clipboards, and pencils.

**R5 Street furniture:** pictures.

#### At school before the walk

With the class, take a good look at the school grounds and buildings, and encourage the children to talk about features of both. Introduce a variety of words to develop the children's vocabulary, e.g. pane, handle, lock, key, fanlight, panel, glass, wood, metal, paving stone, railings, kerbstone.

Tell the children that they are going for a walk around Woburn and Gordon Squares, which are almost 200 years old. Ask them to be history detectives, looking out for clues about the past.

#### Walking round the Squares

First of all, walk round the Squares at a leisurely pace so the class can familiarise themselves with the overall shape, size and atmosphere of the gardens and their surrounding buildings. Encourage the children to look closely at details, to ask questions and to discuss similarities and differences.

This will develop their skills of observation, their vocabulary and their sense of continuity with the past.

#### Questions to consider

- Q What kinds of buildings can we see in the squares?
- Q Are they all built in the same style?
- Q Do they all look the same age?

- Q** What shapes are the doors, windows, roofs?
- Q** What materials are the roofs, walls, railings, windows and doors made of?
- Q** Do the buildings have any decoration on them? If so, what?
- Q** Were the houses built for rich or poor people?
- Q** In what way is the [Victorian Gothic] church in Gordon Square different from the houses? – pitch of roof, shape of doors, windows, decoration, materials.

### Activities

When you reach the east side of Woburn Square (numbers 10-18), form the children into pairs. Give each pair one house front to examine and photograph, using a digital camera. Allow each child to take a picture of the façade of their house – encourage them to take one of the whole façade, and the other of the front door.

Each child could now take just one additional photograph of any feature that they particularly like: at the front of the houses, on the pavement, in the street or in the gardens.

The children could also sketch their house fronts. Emphasise close observation, and the careful recording of details like letter boxes and knockers.

At the end of the walk, stop in the Gordon Square garden and ask the children to:

- 1** Look – is there anything they can see that might be more than 100 years old? What is modern?
- 2** Listen – what sounds can they hear?
- 3** Smell – sniff the air. What are the smells in the square?

### Back in the classroom

Print the children's digital pictures. Create a wall frieze with the pictures, lined up in order as they appear in the square. Discuss and compare features of the houses such as the following:

**Doors:** colour, bell, knocker, handle, keyhole, fanlight

**Letterboxes:** position, material, size

**Windows:** shape, type, number of panes, any ornamentation, material of frame.

**At the front:** do they all have railings? Do they have basements? How many have balconies on the first floor?

Also discuss street furniture and other features the children have photographed.

- Q** Are the features old or new? Or replicas/refurbishments of old features, such as the benches, paths and railings?
- Q** What were/are the features used for?
- Q** What is our opinion of them?

## **KS2 Time walk – finding clues to the past**

**Resources:** Digital cameras, clipboards, and pencils.

**R4** ‘Your house in Woburn Square’ recording frame.

**R5** Street furniture: pictures.

**R6** Historical photos of Gordon and Woburn Squares

Take your class on a time walk round Woburn and Gordon Squares. First of all, walk round the squares at a leisurely pace so the class can familiarise themselves with the shape, size, style, features and general atmosphere of the gardens and their surrounding buildings.

Look closely at the church on the west side of Gordon Square, and the building next to it.

Walk through the gardens of both squares and ask the children to speculate about how they might have changed since Victorian times.

### **Questions to consider**

- Q** Why do you think most of the houses around the squares are so similar to each other/have such uniform architecture?
- Q** What general shapes are the doors, windows, roofs?
- Q** What materials are the roofs, walls, railings, windows and doors made of? Are there any other distinctive features on the buildings? – e.g. porticos .
- Q** Were the houses built for rich or poor people?
- Q** In the Squares, are there any buildings that seem to have been built later than the 19th century?  
If there are, what do you think could have happened to the original houses? What are the new ones for?
- Q** Why do you think the church is built in such a different style from the houses?  
How does the design of the church differ from that of the other buildings around the square?
- Q** Would the lighting, the pavements and the road surface have been the same 125 years ago? What might they have been like in those days?
- Q** What are most of the buildings used for now?
- Q** Would they have had the same use in Victorian times?
- Q** How can we find out?



## **Making a record**

Stop in Woburn Square. Form the class into pairs and give each pair of children one house front to examine closely. We suggest numbers 10-18 on the east side and numbers 24-28 on the west side, beside the Slade. These are still the original houses.

We suggest Woburn Square because the later census work is focused on this square. However, many of the original buildings have been demolished, including a church on the south-east corner.

Using a digital camera, one child in each pair can photograph the facade. Restrict the number of shots to two at the most – this will help the children to focus on what is important. The second child in each pair can choose to photograph a feature spotted earlier. It must be one that they think is a clue to the past (such as a boot scraper in Woburn Square or a coal hole cover in Gordon Square). The children could also sketch their house fronts.

## **Activities back in the classroom**

Print out the children's pictures and display them on the classroom wall. You could add the pictures included in the pack.

The children can now fill in their record sheets: *Your house in Woburn Square*.

Using the record sheets and the photographs as reference points, return to the questions raised during the time walk.

## **How can we find the answers to our questions?**

Here you could set the children to research topic books and the internet. For architectural styles, the children could research Georgian architecture. Google finds useful material on the following websites:

[www.britainexpress.com/architecture](http://www.britainexpress.com/architecture) There is a useful page about Georgian terraces.

[wikipedia.org/wiki/Georgian\\_architecture](http://wikipedia.org/wiki/Georgian_architecture) This has a general introduction to georgian architecture.

[www.bricksandbrass.co.uk](http://www.bricksandbrass.co.uk) This includes information about neo-Gothic Victorian architecture (the church on west side of Gordon Square); it is mainly about houses, but is nevertheless useful.

Afterwards, hold a class discussion about features of the different architectural styles in Woburn and Gordon Squares. Compare the late Georgian/early Victorian, later Victorian Gothic architecture, and post-World War II styles, then ask the children to choose a specific building and write an architectural report on it. (This activity can be done in a literacy lesson.)

The *This is your life!* activity below follows on naturally from the Time Walk.

## Woburn and Gordon Squares – This is your life!

**R6** Historical photos of Gordon and Woburn Squares

**R7** Maps

**R8** The story of Gordon and Woburn Squares

### Instructions and questions

**1** Look at the four maps and plans of the gardens, ranging from 1871 to 2006.

**Q** How have the garden designs changed over time?

What has stayed the same?

Which do you prefer, and why?

**2** Examine the four historical photographs of Woburn and Gordon Squares.

**Q** Are they all from the same time? If not, can you sequence them?

What clues about life in the past can we see?

What further information do we need?

Where could we look for it? – here you could give the children *The Story of Woburn and Gordon Squares*.

**3** The class should now have enough historical information about the squares to create a class timeline, in the format of *This is your life!*

The class could also use the information from the time walk and timeline activities to devise a history trail or hunt for younger classes when they visit the Squares. Teachers will obviously need to carry out a risk assessment on what is suggested.

## Plants and where they come from

### A science and history cross-curricular activity

In British cities, up to 40% of plants have been introduced from elsewhere in the past. Many of them have become naturalised, and are thought of as native plants. The same is true of many animals; for example, the grey squirrel we can see in Woburn and Gordon Squares – and all over Britain – comes originally from North America.

Plants from all over the world have been brought to Britain by humans since Neolithic times. The various origins of plants and animals ‘means that cities are not only multicultural in terms of their human inhabitants, they are multicultural in terms of their plant and animal residents’ (Agyeman, J, 1995, *People, Plants and Places*, Southgate Publishers).

Where do the plants in Woburn and Gordon Squares come from?

Children can use keys and other resources to identify and record trees, shrubs and other plants in the squares. See the Science section for more on this.

Then children research the plants' origins.

**Q** Which are native plants, originating in Britain?

**Q** Which are exotic, originally from other countries?  
When did the exotics arrive in Britain?

**Q** Which have become naturalised?  
Where did they come from?  
Who might have brought them? Why? How?

The children can research the plant origins on the internet – simply type the name into a search engine (e.g. Google) and several useful sites giving information about plants and their origins should be listed. (For instance the yuccas are striking plants with interesting origins.)

The children can now mark the origins of the trees and shrubs on an outline map of the world. You could also create a wall display of the origins of the squares' plants. Plot them from the children's maps onto a large world map, and illustrate it with pictures of the trees and shrubs, their leaves, seeds and bark.

## **Squares and parks 100 years ago – what did people do there?**

**Resources:** R9 Edwardian parks (photos).

We have no historical pictures of the gardens in Woburn and Gordon Squares; and we only have a few of the streets and houses. Historical photographs of other parks and gardens do exist, and they give us clues about how people used Woburn and Gordon Squares 100 years ago.

Take the set of 8 pictures of people using parks and gardens 100 years ago. Divide the class into 8 groups and give one picture to each group.

### **Questions for discussion**

**Q** How many adults are in the picture?  
How many children?

**Q** What are the adults doing?  
What are the children doing?

**Q** What are they wearing?

**Q** What are they carrying?

**Q** What is different from today?

**Q** Pool and record the children's answers to the questions.

Drawing on the clues in the old photographs, ask each group to make a list of all the activities that might have taken place in Woburn and Gordon Squares a century ago.

We build on this investigation when we use the 1881 census to meet the people who lived in the Squares, and role-play how they might have used the gardens.

*See the Art and Design section for suggestions for observing and recording activities in the Gordon and Woburn Squares gardens today.*

## Who lived in the Squares? Census detectives

### A Introducing the census

We have looked at the Squares in the present: now to turn to our second question: *What were the squares like in the past?* What kinds of people lived in Gordon and Woburn Squares over 125 years ago, in 1881? We can find out from census returns. What can the census tell us about their lives, what they did, where they fitted into society?

And - how might they have used the squares?

#### *Questions for discussion*

- Q** How does the Government know how many people live in Britain?
- Q** How does it know how many are men, how many are women, and how many are children?
- Q** How does the Government know what the people's jobs are?
- Q** How does the Government know if the people are living in the same place as where they were born?

Continue the discussion, telling the class why censuses are taken, when the first national census was taken in Britain (1801), and how often they are taken (every 10 years).

Ask the class to suggest what questions the government might ask the people when they take a census. What do they want to know? From the questions we can work out what the headings might be on a census form. Collect suggestions from the children for census headings.

Nowadays we receive printed forms, but in the 19th century a census enumerator visited each house and wrote by hand everyone who was inside each house.

Victorian handwriting was far more elaborate than ours. Ask the class: Do you think you can read the handwriting on a census form from 1901, over 100 years ago? It's very difficult to read. The challenge should intrigue the children and motivate them to try to decipher the Victorian script.

### B Examining handwritten sheets from the 1901 census

#### *Resources:*

**R10** Handwritten census for Woburn Square, 1901.

**R12** Cracking the census code

Hand round copies of the pages from the Woburn Square census of 1901. Read the headings – how do they compare with the headings the children

suggested? Carefully explain what each heading means. Alternatively, the children could work them out themselves, using the sheet: *Cracking the census code*.

Now ask the children to look hard for clues as to what kind of people lived in Woburn Square. Prompt them to look particularly at the number of people in each house, the occupation/s of the inhabitants, their roles, and where they were born.

The children will find deciphering the crossed-through words and elaborate handwriting difficult. Do encourage them to persevere, though – it is very rewarding for children to ‘crack the code’, even if only partially. We are not expecting them to decipher every word, simply to gain some sense of what the census was and what information the government collected.

### **C Filling in personal census entries**

**Resource:** R13 Blank census template.

Some children may not yet fully understand how a census works.

Filling in their own should help them to develop a thorough understanding of both process and content. Give out blank ‘census’ forms, using the 19th century census headings, and ask the children to fill them in for the previous night: to record all the people who were present in their house that night.

Either ask the class to take the forms home and fill them in there, or give them time in class to complete the forms. You may need to reassure them and their parents or carers that no-one else will look at the forms – they will not be made public.

### **D Examining the 1881 census for Woburn Square**

**Resource:** You need to print copies of the 1881 census from the CD-ROM before the lesson.

Now it’s time to look at what the census can tell us about who lived in Woburn Square over 125 years ago, in 1881.

Distribute printouts of the 1881 census for Woburn Square, one per pair of children. Give out highlighters and ask each pair of children to highlight ‘their’ house (the one they photographed on the time walk) and its occupants. Give the children several minutes to absorb all the details.

### **Questions to discuss**

**Q** Were all the people in the house from the same family?

**Q** How many people lived there?  
What did they do? – occupations  
Where were they born?

**Q** Did everyone recorded actually live in the house?

**Q** Was the head of the household a man or a woman?  
Was he or she married or unmarried?

**Q** Are there any children in the household?

**Q** How many people in the house were servants?

**Q** Does anything surprise you?

**Q** Is this information reliable?

**Q** Does it in fact list everyone who lived in Woburn Square?

*(No – people who were out are not listed, and some children may have been left out too.)*

**2** Now move on to discuss the following questions, with all the children looking over the whole of the Woburn Square census to find answers. This investigation provides excellent practice in the literacy skills of skimming and scanning.

**Q** Which are the five most popular names for girls/women?  
Which are the five most popular boys'/men's names?

**Q** How many heads of household are retired?  
How many are women?  
How many are unmarried?

**Q** Which house has the most people in it?

**Q** Which has the most servants?  
Which has the fewest servants?  
Does any household have more servants than non-servants?

**Q** How many houses have lodgers living there?

**Q** How many have people visiting?

**Q** Which families have children under 16?  
How many of these have a governess to teach their children?

**Q** How many children under 16 were working as servants in Woburn Square?

Note that in the previous year, the Elementary Education Act of 1880 had made education free for 5 to 10 year-olds, and was also made compulsory for that age group. However, children over 10 could, and did, work. Today children must stay at school until they are 16.

**Q** How many people were born in London? – *notice that the census enumerator has not been consistent in how he has recorded places in London.*

**Q** How many people were born outside Britain?  
Which countries were they born in?  
How many of the above are British subjects?  
How many are foreign?  
How many are naturalised?

And finally:

**Q** What picture does the census give us of the people living in Woburn Square?

**3** Pool and record on the flipchart the occupations of the inhabitants of Woburn Square. Do the children have at least some idea what these occupations were? Discuss them and compare them with the occupations of people in the Gordon Square census. Did the same kinds of people live in Gordon Square as lived in Woburn Square? Look, too, at the number and types of servants in Gordon Square compared with those in Woburn Square. Was one square wealthier than the other?

## **E Using ICT to investigate the census**

### **Resources:**

**R14** Using the census with ICT

**CD-ROM** with 1881 census data provided.

The CD-ROM in this pack contains the full 1881 census for both Woburn and Gordon Squares. It is reproduced in three different formats. You can use a database program to carry out more complex questioning of the census data, and to display results as bar graphs, pie charts or scattergrams. The sheet: *Using the census with ICT* tells you how to use the files on the CD-ROM with such data-handling programs as *Information Workshop* or *Junior Pinpoint*.

Note that Leeds Metropolitan University has an agreement with the Church of Latter-Day Saints to use the census in this form, and it is under the terms of this agreement that you are allowed to use these files. The terms require that you only use it for educational purposes within your school. You should acknowledge both Leeds Metropolitan University and the Church of Latter-Day Saints if you display any of the data generated.

Should you wish to purchase an electronic copy of the full 1881 census, it is available from [www.genealogysupplies.com](http://www.genealogysupplies.com)

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## **F Telling a story in role: Living in the Squares and a suffragette adventure**

### **Resources:**

**R15** Woburn Square drawing-room photo

**R16** 'Living in the Squares and a suffragette adventure'.

Tell the story of Frances, the child who went on a suffragette march 100 years ago. Frances was born at the end of an era – the Victorian. She lived at the start of a new century of social reform, equality for women, technological advance and devastating war. See the story supplied.

Frances was a real child who lived at 28 Bedford Square, and so was her friend Kathleen Coleman, who lived in Woburn Square. With the class, look again at the 1901 census for Woburn Square, recorded just five years before the story. Kathleen's family lived at Number 12, when she was three years old. Can the children identify her?

Note that although both Frances and Kathleen were real children living at this time, we have imagined many of the details of the story. However, we know that Frances did truly go on a suffragette march. We have made up the details about Kathleen, as all we know for sure about her is that she lived in Woburn Square. However we have got a photo of an 1890 drawing-room like the one her parents would have had, with a man like her father.

You can find more information about the suffragettes on:  
[www.spartacus.schoolnet.co.uk/women](http://www.spartacus.schoolnet.co.uk/women)

Frances's story gives a well-off Bloomsbury child's perspective on life. What were the lives of the many servants who lived in the squares like?

### **G A domestic servant's life**

**Resources:** Use the BBC '*Landmarks*' video if you've got it (see below)

Explain to the class that domestic service was a major form of employment in Victorian Britain: approximately 1.25 million people worked as domestic servants.

In the early days of the National Curriculum a good *Landmarks* video was made for history. See the third programme on the video: 'Victorian Britain 3: Home life', about the life of a domestic servant and a working-class family. You may have a copy at school; otherwise you can order it through [www.somerset.gov.uk](http://www.somerset.gov.uk) (it's on page 101 of the catalogue).

*If you use the Landmarks video:*

Tell the children that they are going to look at life from the perspective of poorer people. Ask them to concentrate particularly on the domestic servant's story, as the servants living in Woburn and Gordon Squares would probably have had similar lives to hers. Watch the video sequence, then ask the class what they have learnt about life in late Victorian times, from both Frances's story and the video. Pool and record their observations on the flipchart.

### **H Documentary evidence – the work of a housemaid**

**Resources:** **R17** The housemaid's work in summer (from *Mrs Beeton's Household Management*).

A young Victorian wife, Mrs Isabella Beeton, wrote a book about how to manage a household. In the book, she wrote pages and pages about the duties of various servants (Visit [www.mrsbeeton.com](http://www.mrsbeeton.com) and choose Chapter 41 from the list of chapter headings on the left-hand side of the screen.) Just one page taken from her instructions is supplied in this pack. It tells us what a housemaid had to do in the early morning, up until the end of breakfast.

Give each child or pair of children the extract from Mrs Beeton: *The duties of the housemaid*. Read it aloud, acting out the chores as you come to them. The children should follow on their copies. They will be amazed at all the chores to be done just in the short time before breakfast.



Give out the highlighters and ask the children, in pairs, to highlight all the jobs the housemaid had to do by the end of breakfast. When they have finished, ask them to tell you all the tasks the housemaid had to carry out. Write their contributions on the flipchart. The list will fill an entire sheet.

The children will now have perspectives from both ‘upstairs’ (the story of Frances) and ‘downstairs’ (the housemaid).

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## **I Sir Frederick Treves, the famous surgeon who saved the King**

**Resources: R18** Story of Sir Frederick Treves

**R19** 1881 business directory

**CD-ROM** with 1881 census

Sir Frederick Treves was a famous person who lived in Gordon Square. Tell the class his story – see resource R18. Then discuss:

**Q** Why was Sir Frederick Treves famous?  
How do we know he was a good teacher of surgery?  
Why was his work as a surgeon so important?

**Q** How many monarchs did he treat?

**Q** Was he brave to stand up to the King in 1902?

**Q** Should he have worn his glasses (spectacles) when he was operating on his patients?

### **Checking the evidence: documentary sources**

**Q** How do we know Frederick Treves lived in Gordon Square?

Here the children could search the 1881 business registry for direct evidence – he is listed as living at number 18.

However, if they look in the 1881 census, the evidence is less clear. At number 18 we find a Mrs Mason.

**Q** Does the surname ring a bell with the children? He married Ann Elizabeth Mason, so Mrs Mason could be his mother-in-law.

Where might he have been on the day the census was taken?

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## **J Role play**

**Resources:**

**R9** Edwardian parks (photos)

What else you need depends on what you do.

How might the people in the census have used the squares? The people in the census will become more real to the children if they have an opportunity to take on their roles. Decide what form the role-play might take:

Perhaps the children could all be servants, and gather in Woburn or Gordon Square on their Sunday afternoon off.

Or, you could hold a Victorian birthday party or picnic for one of the children in the census. This option offers a wider selection of roles, as it would involve children, parents and servants.

Note that the Nuffield Primary History website carries a full account of a similar role play based on the 1881 census of a square in Leeds. You may wish to read it for details of how the role play was set up and carried out. See 'Urban spaces' on [www.primaryhistory.org](http://www.primaryhistory.org)

Every child must have a real identity, taken from the 1881 census.

Discuss with the children their characters; ask them to think hard about them, about what kind of person they were. Give the children the six historical pictures of people in parks. If you have Victorian topic books in class the children can consult them too. The internet could also be useful for researching roles.

Over the next few days, give the children time to develop their roles, drawing on what they have learnt from all the sources for life in late Victorian times.

The children could write individual character profiles for their 1881 character.

## **Health & Safety**

Follow your school or local authority guidelines about taking children out of school. Carry out a risk assessment before allowing children into different areas of the gardens, or before touching anything in the gardens. See the Science section of this pack for more detailed notes.

# GORDON & WOBURN SQUARES

## ENGLISH/LITERACY



This section engages with the first and second of our three key questions:

- What are Gordon and Woburn Squares like now, and how are they used?
- What were they like in the past, and how were they used then?

Much of it centres round the Green Man in Woburn Square, and focuses on speaking and listening, as well as on reading and writing.

### The Green Man: Storytelling

#### *Resources:*

**R20** ‘Sir Gawain and the Green Knight’ story.

**R21** ‘Kirtimukha: the Hindu, Jain and Sikh Green Man’ story.

There is a new statue in the southern corner of Woburn Square. It is a representation of the Green Man.

Before visiting the statue, tell the class the stories of two very different Green Men, Sir Gawain and the Green Knight and the Kirtimukha (Face of Glory). They come from two different cultures and religions – European Christian and Indian Hindu, and are only two of many such Green Man stories and figures from around the world. The Green Man is often associated with natural gods, and with the cycle of plant death and rebirth. It predates Christianity in western Europe, though it is often seen in churches.

Discuss with the children the symbolism and themes running through these stories.

#### **Vocabulary**

Archetype

Divine

Muse

Nature

Verdant

Pentangle

#### **Themes**

Death and rebirth

Cycle of renewal

Elemental, raw forces of Nature

Our oneness with Nature (green, vegetation)

Divine creative energy

Transformation

In Britain and Europe, the Green Man is traditionally represented as a head surrounded by foliage, often with vegetation sprouting from its mouth, ears or nostrils. There are thousands of Green Men carved on Christian churches and other buildings throughout Europe. They also appear on Hindu and Jain temples.

## Researching and mapping the Green Man

**Resources:** R22 The Green Man: pictures

R24 Green man world-wide: recording sheet

As a starting-point, see the pictures of the Green Man supplied.

- The Green Man in Woburn Square.
- For comparison, a William Blake painting of Puck with Oberon, Titania and fairies from Shakespeare's *Midsummer Night's Dream*.
- There are two from Bloomsbury – there's a pair on the Gordon Square church, and another a few minutes' walk away in Bayley Street off Bedford Square.
- There are two from the London area – Kew Gardens and St Paul's Cathedral, and one from Southwell Cathedral (Nottinghamshire).
- There are two from elsewhere – France.

There are several photographs of the Hindu Green Man available on the internet: ask Google Images for Kirtimukha.

Pairs of children can use the internet to research the many types and forms the Green Man appears in. Wikipedia is a useful place to begin ([http://en.wikipedia.org/wiki/Green\\_man](http://en.wikipedia.org/wiki/Green_man)). This activity provides practice in reading information texts.

To avoid the children simply printing out unread text, or copying it, ask them to use the *Green Man Worldwide* recording frame to summarise key information.

Away from the computers, the children can write brief descriptions of each type of Green Man. Create a class concept web, showing the various forms he appears in around the world in different places and cultures.

In English literature, more recent characters such as Puck, Peter Pan and JK Rowling's Dobby the house-elf have been associated with the idea of the Green Man.

Some names associated with the Green Man across time and place:

Al-Khadir (or al-Khidr)	John Barleycorn
Bacchus	Kirtimukha
Cernunnos	Osiris
Dobby	Peter Pan
Sylvanus	Puck
Green Knight	Viridios
Robin Hood	

## Personal interpretations of the Green Man

**Resources:** R22 The Green Man: pictures.

In the classroom, you could ask the children to draw their own interpretations of the Green Man, or make clay or other models.

Pin up the drawings on the classroom wall.

Ask for volunteers to explain their interpretations.

Now divide the class into groups of 2-4.

Give out a set of the Green Man pictures to each group.

### Questions for discussion by the groups

- Q How are the images different from each other?
- Q What particular features does each image depict?
- Q How different are these images from the children's own pictures?
- Q Which interpretation of the Green Man archetype does each represent?
- Q Are they representative of all the types of Green Man that exist?
- Q Which do the children prefer – and why?

### The Green Man in Woburn Square

Now visit Woburn Square. Look carefully at the Green Man statue. Note its material, stance, expression, what he is carrying.

- Q How has the sculptor interpreted the idea of the Green Man here?
- Q Which tradition of the Green Man is being followed?
- Q Why might this be?

### The Green Man in the literacy hour

#### **Resources:**

**R23** Midsummer Night's dream text-breaker

**R22** The Green Man pictures, including copy of William Blake painting of Puck, Oberon, Titania and fairies

The Woburn Square Green Man looks very like Puck, but who was he? Originally Puck was a pre-Christian nature spirit, but we mainly know about him through Shakespeare. See the William Blake painting of Puck, Oberon, Titania and fairies supplied.

Shakespeare's description of Puck in *A Midsummer Night's Dream* presents an opportunity to extend the children's ability to read a difficult and challenging text. The Nuffield Primary History Project has developed an approach that will support this activity - the textbreaker approach. See 'Teaching methods' then 'Reading documents' on [www.primaryhistory.org](http://www.primaryhistory.org)

Use the Puck extract (R23) in textbreaker format during the literacy hour (blow it up to A3 size so that pairs of children can work on it together). The extract can be used with children in years 4–6. Do read it aloud to the children first – it helps them to gain a sense of the rhythm of the language, the variety of words used and an overall idea of the meaning.

Afterwards, ask the class whether the Woburn Square Green Man fits their idea of Puck, as described by Shakespeare. Compare the statue with William Blake's interpretation – see the picture in this pack.

## Using the Squares for storytelling and drama

**Resources:** This would depend on what you do

The children could now write and tell their own Green Man stories beside the Green Man statue in Woburn Square.

They could also write and perform Green Man plays in the performance area at the south side of Gordon Square (near the kiosk).

In the Art/design section of this pack, there is an activity to design a Green Man coal-hole cover or plaque.

## Plane tree poem

A Literacy/Science link: after investigating plane trees in the squares, read and discuss Amy Levy's *A London Plane-Tree* poem. You can find it at: [www.poemhunter.com/poem/a-london-plane-tree/](http://www.poemhunter.com/poem/a-london-plane-tree/)

Ask the children to write their own tree/plant poems, either in the same style or a contrasting one such as haiku.

## Science link

An explanation of cycling of materials could form part of the project work looking at themes associated with the Green Man.

## Pollution debate

**Resources:**

**R6** Historical photos of Gordon and Woburn Squares

**R26** May 2006: Photographs before the work was done

**R25** Discussion and persuasion writing frames supplied.

It is best to have this debate after the children have visited Woburn and Gordon Squares at least once, and preferably after they have been on a time walk and examined the historical photographs (see History section).

### The issue to discuss is:

*Are the squares more polluted now than they were in Victorian times?*

Working in pairs, the children could use a Discussion drafting frame to list points on each side of the debate and weigh them up. Then, having reached their conclusion, the children move on to drafting their argument on a Persuasion writing frame. See the writing frames supplied. These are based on Lewis and Wray's *Writing Frames* booklet.

You can now hold a class debate, with the children divided into two teams with opposing views. A class debate provides an excellent opportunity to practise speaking and listening skills.

## Questions to consider for the debate

Dirt – how does it differ between Victorian times and now?

What created dirt 125 years ago?

What creates most dirt now?

Children might decide that in both cases it's traffic, but different eras have different dirty outputs (manure versus petrol fumes). Victorians also had coal fires polluting the air, which we do not since the Clean Air Act of 1956. What else pollutes the air in modern cities?

Noise – what noises do we hear now? Can we remember what sounds, sights and smells we experienced when we visited the Squares?

What noises would the Victorians have heard? – horses' hooves, wheels, clatter of carts, voices, birds?

Litter in and around the squares – what kinds of litter did they have 125 years ago? Look at the old photos of gardens and squares, also at the Gordon Square photo.

In the old photographs, can we see any litter? Any bins?

What litter is there now? Look at the photograph of the overflowing bin supplied – this dates from before the Squares were refurbished.

What did we see on the time walk?

Can we think of reasons for the difference? consider packaging, wealth of inhabitants, cooking/eating habits, number and type of shops.

Is the horse or the car the greater polluter?

Which costs the most to run? – petrol/horse food; other factors?

Which is most efficient – and in whose terms?

Which pollutes most? – dung versus carbon and other emissions.

Which is most suitable for a city?

Which has the most uses?

What about sewers? The current sewerage system was built during Victorian times, and until then the River Thames was an open sewer. How would this have affected the environment in London streets?

## Heath & Safety

Follow your school or local authority guidelines about taking children out of school. Carry out a risk assessment before allowing children into different areas of the gardens, or before touching anything in the gardens. See the Science section of this pack for more detailed notes.

# GORDON & WOBURN SQUARES

## ART & DESIGN AT KS1 AND KS2



This section relates to our first and third key questions:

- What are Gordon and Woburn Squares like now, and how are they used?
- What might they be like in the future, and how might we use them?

The suggested activities in this section address many elements of the National Curriculum for Art and Design. They are flexible, so most are suitable for both key stage 1 and key stage 2 children. You can select from the ideas presented, and decide the right level of depth and complexity for the children in your class.

### The Squares now: architecture and design

(QCA Art & Design unit 5d: investigating art, craft and design in the locality and in a variety of genres, styles and traditions)

#### *Resources:*

**R5** Street furniture: pictures.

**R26** May 2006: Photographs before the work was done

Digital cameras, clipboards, pencils, etc.

Take an observational walk around the squares and gardens (this could possibly be combined with the history time walk). Discuss any interesting design and architectural features, for example:

- boot scrapers in Woburn Square
- coal hole covers in Gordon Square
- house facades (doors, knobs, knockers, fanlights)
- the architectural style of the houses
- benches
- street lights
- the Queen's jubilee plaque to the south of Woburn Square
- the Green Man statue in Woburn Square
- the playground equipment in Woburn Square
- carvings on the church on the west side of Gordon Square
- the architectural style of the church (Victorian Gothic)
- telephone boxes alongside the church in Byng Place
- the kiosk in Gordon Square.

#### Questions to discuss

**Q** What kind of design is it? – functional, aesthetic, religious, commemorative, or a combination of these?

**Q** What is it made from?

**Q** What is its colour, texture, shape?

**Q** What is/was it for?



- Q How is/was it used? (If old, is it still used?)
- Q Is/was it fit for its function?
- Q What need does/did it meet?
- Q Could it be improved?
- Q How do I feel about it?

*Cross-curricular link: close observation and discussion of the Green Man statue are included in the English/literacy section of the pack.*

### **Recording**

Divide the children into supervised groups. Each group could choose a feature (or set of features, such as on the church) to record. Alternatively, the whole class could do the same activity, such as taking photographs of objects in the squares' gardens. Children could record using:

- Observational drawings
- Rubbings of coal hole covers – wear plastic gloves for this
- Digital cameras.

### **Back in the classroom**

Lay out the children's drawings or rubbings across several tables. If they've used digital cameras, print the pictures and then spread them out as above.

Discuss with the class how you might use the record they have created. For example:

- Coal hole drawings or rubbings could be assembled into a pattern for wallpaper or textile making
- Photographs of houses could be models for a frieze
- Drawings or photographs of the Green Man statue, boot scrapers, etc. might be starting points for the children's own sculptures or designs
- Create a design or architectural guide to the squares using ICT.

### **Practical artwork related to the Squares**

The recordings made in the Squares, and the discussions back in the classroom, provide an excellent starting point for a range of practical artwork. Other elements in this pack (stories, old photographs, Green Man images, time walk) broaden the number of starting points for the children to build on.

Below are some suggestions for practical artwork.

#### **Design coal hole covers or plaques, perhaps using the Green Man as a motif**

If you decide on the Green Man motif, and the children have already drawn their own interpretations of him (see English/literacy section of this pack), they can use the drawings as a starting point for their designs.

- Q What material would be best to use? Iron or another metal? Would any non-metal be suitable?
- Is a round shape ideal, or would another be just as good?

Will a symmetrical or non-symmetrical design look best?  
What colour should it be? – remember people will be walking on it!

**At KS2, construct props and a set for a play about the Green Man – see literacy section**

**Q** What size is the performance space in Gordon Square?  
Which props and pieces of set are absolutely essential?  
What materials are light and easily movable? – they can't be left in the garden.  
How many pieces are needed? – as few as possible, see above  
What skills do we need to construct/make the props and set?

**Design a new object/piece of street or garden furniture for the squares**

This could be for the gardens or for the pavement outside.

**Q** What would make the squares even better than they are now? For instance, do you think more bins or seats are needed near the kiosk?

Is there anything that might make the gardens more welcoming for particular groups, such as pensioners, children, disabled people?

Is anything practical needed? (such as a post box on the pavement)

Would Gordon Square look better with a central object? What might it be? (See for example the statue of Gandhi in Tavistock Square.)

You could submit the children's designs to the University of London as ideas for future development.

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## **KS1 Gordon Square, now and then**

**Resources:** (School to provide magazines or similar with current pictures of traffic, people, etc. The children's digital photos/observational drawings are another source).

**R5** Street furniture: pictures.

**R6** Historical photos of Gordon and Woburn Squares

**R7** Maps

**R8** The story of Gordon and Woburn Squares

**R9** Edwardian parks (photos)

The class could create *Now and Then* collages of Gordon Square, showing the square as it is now and as it might have been 100 years ago.

This is best done after the other literacy, history and art activities in the pack, so that the children can draw on the knowledge they have built up through their time walk, the story of Frances, the old pictures, the pollution debate.

### **Gordon Square now**

Walk with the children to Gordon Square again. Choose one side of the square to observe closely. Stand on the pavement opposite the gardens,

looking across at them, with the street in the foreground – this will be the perspective for the collage. Viewing from the pavement is something to be done before all the leaves are on the trees.

Ask the children to note everything they can see. Then discuss which of these they think would not have existed 100 years ago (e.g. modern cars, scooters, motor bikes, wires, electric lighting, lines on road, phone box, pedestrian crossing, people in 21st century clothing).

Then ask the children to consider what has stayed the same. For instance, some of the trees and other plants in the gardens, the coal hole covers are still in the pavement, the square garden has railings around it. This is a point for discussion, as the railings are recent replacements, not the originals.

### **Back in the classroom**

Display and examine the historical English Heritage photographs of Edwardian parks supplied in this Gordon & Woburn Squares pack.

Recall and discuss the pollution debate and the time walk. With the class, make a list of what they might have seen in the street 100 years ago (e.g. hackney cabs and other horse-drawn vehicles, early motor cars, hawkers' carts, gas lighting, horse manure, people in Victorian clothing, maids scrubbing steps, red pillar boxes).

Discuss with the class which materials would be most suitable to use to construct two collages of Gordon Square – one showing now, the other showing the same scene 100 years ago.

The children are now ready to construct their collages.

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## **KS2 People in urban spaces**

**Resources:** Clipboards, paper, drawing materials

**R27** Recording sheet: activity in the gardens.

### ***The squares now – how are they used?***

Visit the squares with the children. Walk around the gardens, noting all the new design features – kiosk, performance space, paths, benches, statue, playground. How are they being used? What are people in the squares doing?

If you are using the recording sheet (an opportunity for links with Numeracy and Geography), divide the class into two groups, with one group in each square. Place each group so it has a clear view of the people in the square. The children are now ready to make tallies of all the activity in each square on their recording sheets. This should take no more than ten to fifteen minutes.

Now ask the children to select an area of the gardens with at least two people in it. They should try to choose a scene that illustrates people using the squares (sitting, walking, buying, eating, playing, chatting). Tell the

children to sketch their scene in outline only. The purpose is for each child to return to the classroom with the basis for a painting.

### **Back in the classroom**

***How people use the gardens*** If you have used the recording sheets, use them as the stimulus for a class discussion about how the design of the squares influences how they are used. This discussion can be linked with work in Geography and Numeracy.

Total the children's tallies, then pool and compare them. It would be useful to make bar graphs of the data the children have collected.

**Q** Do any groups of people use the gardens more than others?  
Which parts of the gardens are used by the most people?  
What do most people do when they are in the gardens?  
Are any parts of the gardens not being used at all?

### ***Painting people in urban squares***

Examine artists' pictures of people in urban spaces, for example: Renoir's impressionist *Les Parapluies* (the umbrellas) and Seurat's pointillist *La Grande Jatte* (showing Sunday afternoon in a city park). An internet search using Google Images will find these.

Discuss with the children the style and approach of the artists. How have they used and organised colour, pattern, line, tone, shape, form and space in their paintings?

Now you and the children are ready to decide on the style to use for the paintings of people in Woburn and Gordon Squares.

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## **KS2 Design a garden**

The gardens have recently been restored. If given the chance, how would the children have re-designed them?

Children could measure the gardens, or a section of the gardens, make a scale outline, and then draw up their own garden design plan. The garden could have a particular theme of their own choice. They would need to mark the position of large trees, shrubs, and buildings which can't be moved.

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### **Heath & Safety**

Follow your school or local authority guidelines about taking children out of school. Carry out a risk assessment before allowing children into different areas of the gardens, or before touching anything in the gardens. See the Science section of this pack for more detailed notes.