

Key Stage 2 Years 6 & 7

Thinking Through the Past



focus

The Victorian era forms the focus for this investigation into how people lived in the past. Throughout, children look at key people, places and events. They develop an understanding of how people lived in Victorian times and explore their legacy.

The Arts

- William Morris designs
- Victorian music
- melodrama
- script-writing

Personal Development and Mutual Understanding

- healthy lifestyles
- family relationships now and then
- children's rights
- health and hygiene

The World Around Us

- change over time
- movement and energy
- interdependence

Physical Education

- being creative, using own and other's ideas
- structuring a simple dance to music
- body movements
- keeping healthy



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The Thematic Unit 'Lets Get Moving' has also been developed to support this ICL.



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The Arts

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- Victorian music
- melodrama
- script-writing

Personal Development and Mutual Understanding

The World Around Us

Physical Education

Hiss The Villain

Suggested Learning Intentions

- Understand how physical gesture and expression can be used to reflect emotion.
- Understand the basic structure of melodrama.
- Know how to write and perform a short melodrama.

Suggested Activities

Explore a range of facial expressions which best reflect emotions such as happy, sad, worried, upset, frightened, terrified, evil, angry etc. Explore a range of physical gestures which best reflect feelings such as loving, anxious, frustrated, longing, menacing etc.

Use traditional and digital sources to research the background to Victorian melodrama, writers and script. Look at some examples of short Victorian melodrama scripts such as **The Tram-track Tragedy** or **Maria Marten and the Red Barn** (available from Samuel French Ltd., www.samuel french-london.co.uk). Discuss the basic characteristics of melodrama such as - good and evil, villain, hero/heroine, happy ending, exaggerated gestures and expressions, use of music to heighten emotion, use of costume and special effects. Develop, in pairs, freeze frames which suggest good and evil or villain and hero/heroine. These can be recorded using digital camera and speech bubbles added.

In groups explore and perform the following short script:

Villain: You must pay the rent. (*hiss*)
Girl: I can't pay the rent.
(*repeat both lines with more gestures and emotion*)
Villain: Then I will throw you out into the snow
Hero: I'll pay the rent
Girl: My hero (*cheer*)

In groups, devise a short melodrama. Begin with a basic plot of good and evil and then add the villain, hero/heroine and any other characters that are needed. Use improvisation before writing the script.

Develop the melodrama by adding appropriate music, costumes, props and any special effects you need such as sound and lighting. Perform the short melodrama and invite the other groups to interact with appropriate cheers and boos, etc.

Record the melodramas using video camera or develop into a short film and add special effects such as black and white or sound script. Visit the schoolhouse in Cultra Folk Museum and perform the melodramas.

Inspired By Nature

Suggested Learning Intentions

- Understand how artists may gather information to stimulate ideas.
- Know how to use the immediate environment to stimulate a personal response.
- Understand how the visual element and processes may be used to communicate ideas.

Suggested Activities

Use traditional and/or digital sources to research information about William Morris, Victorian textile designer, artist, furniture designer and writer. Discuss the variety of nature seen in his work – leaves, flowers, birds, berries and buds - paying particular attention to the use of repeating patterns and discuss how realistic or imaginative his designs are.

Design and make prints:

- Make a collection of foliage, such as leaves, flowers or berries and use pen or pencil to make observational drawings recording any observed marks, shapes, patterns and lines.
- Choose three of the individual drawings in order to plan a print design, referring back to Morris's work and discuss how he combined his leaves and flowers to make one complete design.
- Combine the three separate drawings by sketching a new composition on a second page which can now be used as the basis for a printing tile (Easiprint).
- Engrave the design into a polystyrene tile, of the same proportion as the drawing, using a blunt pencil or biro pen making good indentations in order to produce a clear print.
- Use rollers and water-based inks to ink the surface and place onto paper or fabric.

Once the tile is carefully pulled from the surface, it may be inked again and the process repeated many times to create borders for a display board, lengths of fabric or paper coverings for containers. Add a second colour either by cutting out sections of the tile and printing over the first colour or by alternating colours for each new print. Single prints may be used to create cards or decorations for book covers.

Present and display your work using traditional and digital means, including online environments such as Grid Club or the school website. Include all preparation drawings if appropriate. Identify and describe the various stages and processes involved. Talk about your ideas and listen to the ideas of others in order to review and modify your work.

Come Into The Parlour

Suggested Learning Intentions

- Understand that music can represent the attitudes and values of a culture.
- Understand that elements of music have changed.
- Know how to perform a short piece using voice and instruments.

Suggested Activities

Listen to pieces of music from the Victorian period such as, 'Daisy Bell' and 'Daddy Wouldn't Buy me a Bow Wow'. Discuss when and where they might have been listened to, for example, in the parlour in the evening or outside in the street.

Use traditional and digital sources to research songs and music associated with the Victorian period focusing on music used or sung by children, for example, playground or street songs such as, 'Dolly and her Mama'. Discuss the meaning behind some of these songs and why they were sung by children in this period of time. In groups, practise the songs and games and then perform them to the others in the class.

Write new lyrics for these songs based on modern day events. Record and preserve the music: create a time capsule to be opened in future years.

Visit a Victorian school such as Ballydown at Cultra, the Causeway School or the Ulster-American Folk Park at Omagh and dress appropriately for the occasion. Perform the songs and games. Record and present the event using digital cameras, video or photographs. Plan, design and create a multimedia presentation using ICT software such as Slideshow or PowerPoint. Present to the school and publish on the school website.



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Personal Development and Mutual Understanding

- healthy lifestyles
- family relationships now and then
- children's rights
- health and hygiene

The Arts

The World Around Us

Physical Education

Healthy Lifestyles Then And Now

Suggested Learning Intentions

- Understand the factors that contribute to a healthy lifestyle.
- Identify practical ways in which we can care for our bodies.
- Be aware of the importance of hygiene.

Suggested Activities

Discuss what makes a healthy lifestyle, focus on the benefits of exercise and eating a balanced diet.

Use traditional and/or digital sources to research aspects relating to a 'Healthy Lifestyle' in the Victorian period, particularly the first 40 years of Victoria's reign. Identify reasons why so many children in early Victorian times died before they reached the age of 16. Investigate the effects of not having an adequate supply of clean water, clean air and proper sewers.

Complete a water diary, by keeping a record of every occasion in a day that you use water. Compare and contrast this with slum streets where water was often only turned on for 20 minutes a day.

Use the Internet to research pictures of a Victorian town and their own town/city today. Look in detail at the Victorian slums. Why did the residents suffer from bad health? Was this fair? Have things changed much? Are there any similarities?

Read about Dr Barnardo who helped improved living conditions for street children in London in Victorian times. Compare this with what is being done for the homeless today. Find out about the workhouse in your locality. Was it always a healthy place to be?

Ask the class to find out how the Victorians kept food fresh. Why was it a problem at this time? List ways of being hygienic with food. Ask the children to plan, design and create a balanced and tasty menu for an imaginary restaurant in Victorian times, do the same for a typical meal in a Victorian slum. Compare the two. Finish by asking them to draw up a personal action plan, using ICT, to do one thing each day that will improve their health.

Article 32

Suggested Learning Intentions

- Know about the rights of the child.
- Recognise how working conditions have improved and how children's rights are protected.
- Compare and contrast different lifestyles of children from different countries and eras.
- Know about the work carried out by organisations to improve the lives of children.
- Know what exploitation is.

Suggested Activities

Find out the legal age to start part-time or full-time work.

Make a list of the variety of jobs that the class do in school, and paid or unpaid jobs at home or in the community.

Use traditional and/or digital sources to research the work that children did in Victorian Times and list the dangers, for example, match girls, climbing boys, trappers, mill workers and brickyard workers. Look at Charles Kingsley's **The Water Babies**. Create a daily log for a given job, for example, a trapper down a mine. Compare it to a typical day in the life of a child now. As a class, decide who has a safer and healthier life and think of the reasons why. Imagine you are a climbing boy talking to a politician about your job. Describe the dangers of the job.

Imagine you are one of Lord Shaftesbury's inspectors. Write a report highlighting the terrible conditions children had to endure. Are these jobs allowed today? Use traditional and digital sources to research the work of Lord Shaftesbury, Thomas Barnardo and Sir Robert Peel who fought for the rights of child workers in order to improve their health, safety, living conditions and education. Compare the child working in Victorian times to a children working today in developing world countries and other areas of deprivation.

Think about the issues of child labour, here and abroad. Find out about the conditions that some children still face due to dangerous working conditions and exploitation. Reflect on the causes and effects of inequality. Research case studies of situations where children's rights have been denied, in this country and overseas.

Examine the United Nations Convention on the Rights of the Child (UNCRC). Research the acts passed in Victorian times, which made work a safer place to be, for example, 1842 Mines Act, 1847 Factory Act. Use organisations such as RUGMARK to help understand the initiatives that are addressing these same issues today.

NB:

When discussing the UNCRC, emphasise to children that the convention applies to all children; whoever or wherever they are.

That's Not Fair

Suggested Learning Intentions

- Be aware of different learning styles.
- Identify and practice ways to improve learning.

Suggested Activities

Research a typical Victorian school day, using traditional and/or digital sources. Find out about the typical Victorian timetable, lessons, class size and discipline. Organise a Victorian school day (desks in rows, make children stand, learn tables by rote, have Victorian lessons and be very stern!).

Read extracts about Victorian schooling (Nicholas Nickleby by Charles Dickens or Tom Brown's Schooldays by Thomas Hughes).

Compare a Victorian school timetable with one from your own classroom. Are there any similarities and/or differences?

Consider why children from rich families had a much better chance of education than poor children. Why did this happen, comment on the injustices involved.

Investigate the different ways we learn today and identify your own preferred learning style.

Find out how and why children were punished (cane, ruler, dunce's cap). Reflect on whether these were fair methods of punishment.

In 1880 the school leaving age was raised from 10 to 13. Debate whether leaving at 13, rather than 16, would be a good idea today.



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The World Around Us

- change over time
- movement and energy
- interdependence

The Arts

Personal Development and Mutual Understanding

Physical Education

Famine And Emigration

Suggested Learning Intentions

- Understand the impact of change over time.

Suggested Activities

Find out about what happened when the potato crop failed in 1845/46. Examine types of evidence to find out what life was like during the famine. Make a drama presentation going back in time to the famine. Investigate famine and emigration at the Ulster-American Folk Park. Find out the destinations of emigrants around the world. Outline the factors that influence people to move to another country. Interview someone who has lived in another country or someone who has moved to Northern Ireland from another country, for example, Lithuania or Poland. Look at the causes and consequences of a modern famine.

How popular are potatoes today? Design and carry out a survey to find out some of the different ways in which they are used, consumed and how they can form part of a healthy diet. Find out the variety of potatoes that there are. Invite a local farmer to talk about growing potatoes from seed. Think about a range of ways to find out about the lifecycle of the potato. Investigate conditions for growing potatoes. Use ICT, such as, a digital camera to record observations of growth over time. Collect traditional potato recipes and create a class recipe book. Cook some of the favourite recipes or create new recipes. Discuss the importance of food hygiene and safety. Consider the possibility of an enterprise project, for example, trading recipes or recipe books, organising a campaign to encourage healthy eating or invite parents into school to illustrate their learning journey to date.

Personalities

Suggested Learning Intentions

- Understand the impact that people have made.
- Understand that there may be a range of possible solutions to a problem.

Suggested Activities

Use traditional and/or digital sources as 'The Victorians' CD Rom to research, analyse and present work on the following:

Queen Victoria:

Examine Queen Victoria's family tree. Discuss how Queen Victoria came to the throne when her father was not King. What age was she when she became Queen, and when did she die? What were the names of her children? Why did her eldest child not become Queen? What was Queen Victoria really like? Watch an extract of the film 'Mrs Brown'. Collect evidence, including pictures of statues or portraits of her. Discuss the reliability of different types of evidence and how the impression of Queen Victoria as a stern, humourless person remains. Compare photos, written evidence and diary extracts. Highlight the difference between what is a fact and what is a point of view. In groups make a timeline of her life or focus on different aspects of her personality and write a relevant obituary, for example, the loving caring wife of Albert or the stern, sullen Queen.

Brunel:

Consider why Brunel was so famous. Find out about his work on the Clifton Suspension Bridge. Compare this bridge with other bridges both in the local area and around the world. In small groups think about the purpose of bridges, the materials they are made from, shapes used in their building, where they are located and/or their place in history. Experiment with a variety of materials to design and build bridges for different purposes, for example, to hold a specific weight, to span a given gap or one that can open and close (a drawbridge).

Using Evidence

Suggested Learning Intentions

- Understand how people and places change over time.
- Understand that there may be a range of possible solutions to a problem.

Suggested Activities

Examine a modern map of a local town or any town with connections to Victorian times. Highlight the street names, buildings or places with Victoria or Albert in their name. Examine pictures of these buildings and other Victorian buildings and discuss why Victorian times have had such a lasting impact.

Go on a walk or trail to find evidence of Victorian life (depending on the location of your school). Use a digital camera to record images. Focus on a single building, for example, a church, terraced house, railway building or industrial building. Identify the changes in the building by examining some 'then and now' photographs. Discuss what the function of the building was and is, the materials used and any striking points of architectural design or decoration. Then design and construct an example of a Victorian building.

Use traditional or digital maps to examine back-to-back houses in a Victorian city. Read a contemporary factual account of life in such a house. Use these sources to list the problems for people living in such an environment. Watch the first episode of the Channel 4 programme "1900 House". Discuss how the modern house was changed to become the 1900 house. Discuss what sort of people would have lived in a house like this. List any similarities and differences between this house and a back-to-back house. Think about the possible problems the family will have when they live in the 1900 house.

Use ICT software such as Turtle or Designer to compare a plan of a Victorian house with a present day house.

Examine a photograph of a middle class Victorian parlour. Think about questions such as how many different patterns are there? How would the room be lit? How many pictures, statues and plants are there? What types of activity would go on in this room?

List the duties of a 'maid-of-all work' in a middle class Victorian household. Write a diary extract for her, illustrating what she feels about her day.

Examine the plan or cross section of a rich family's house in Victorian times. Identify unusual room names, for example, scullery and pantry and find out what they were for. Find out about the amount of servants needed in a large house and write a job description for each type of servant. Investigate the rules the servants had to obey and discuss why the amount of people in domestic service eventually declined.

Visit a National Trust house and, with the rest of your class, re-enact a day in that house by taking on the roles of either a member of the family or a servant.



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Physical Education

- being creative, using own and other's ideas
- structuring a simple dance to music
- body movements
- keeping healthy

The Arts

Personal Development and Mutual Understanding

The World Around Us

It's Playtime

Suggested Learning Intentions

- Recognise how the body feels at rest and when exercising.
- Understand the relationship between physical activity and good health.
- Understand the effects of exercise on the body.
- Be able to co-operate with others.

Suggested Activities

Use traditional and/or digital sources to research what games were played at school during the Victorian period. Discuss the meaning behind some of these games. In groups, choose one of the games and find out more information about it. Record how to play the game and explain any rules.

Present your game to others using PowerPoint or Slideshow. Take it in turns to teach their game to the rest of the class.

Examples of games: skittles, marbles, hopscotch, tag, 'the farmer wants a wife', hide and seek, traffic lights, 'what time is it mister wolf?', ring games, oranges and lemons. Skip using rhymes or traditional chants.

Discuss the importance of keeping fit and healthy and how playground games and activities can help this.

School Days

Suggested Learning Intentions

- Be able to perform movement phrases using a range of body parts and actions.
- Be able to explore a variety of movement actions.
- Work creatively with others, using own and others' ideas.

Suggested Activities

Pre-Lesson:

Discuss what school was like in Victorian times. Did everyone go to school and what did they wear? How did they get there? What was school like and what did they do? Compare this with present day schools.

Schoolyard Fun and Games:

Recap on the games learnt. Plan a short sequence of movements to music to depict playing the games, for example, hopscotch, leapfrog your partner and imagine playing tag, running away, dodging from side to side, being caught and freezing in mid-action. Plan, practise and perform a short schoolyard sequence of movements.

In the Schoolroom:

Create a list of all the activities that may have taken place in a Victorian schoolroom, for example, writing, reading, roll call. Think of the ways that pupils might have answered to their name (stand up and say name, raise arm). How could you demonstrate writing (exaggerate writing using an arm, making actions big and continuous)? How might they have held their book when reading? Practise different postures, using different levels.

Create, practise and perform a short sequence to demonstrate the roll call, reading and writing in a Victorian schoolroom.

Movement Sequence:

In pairs, create and practise a short movement sequence to depict a school day in Victorian times. For example: playing in the schoolyard, bell rings, all line up, in the classroom working, then playtime again. Demonstrate the sequence to others and discuss and evaluate the range of movement sequences.

Contribution to the Development of Skills

Throughout the areas within this ICL there are opportunities to provide experiences which help to develop the skills of Communication, Using Mathematics, Using ICT and Thinking Skills and Personal Capabilities.

Communication

- Use a wide range of sources to locate and make use of relevant information.
- Present and communicate work in a range of forms and a variety of ways.
- Organise and structure work independently.
- Begin to make inferences and draw conclusions.

Using Mathematics

- Within purposeful contexts identify, collect and record data.
- Find information from a range of graphs and diagrams and draw conclusions.
- Design and use a decision tree to sort or identify a group of objects.
- Use vocabulary associated with probability.
- Measure, using correct notation and read scales with an appropriate degree of accuracy.
- Make sensible estimates, and where appropriate choose and use metric units.
- Use the four number operations to solve problems.

Using ICT

- Research, select, edit, organise and present information/assets using a range of digital sources.
- Process found or self-produced assets, including text, number, sound, still or moving images, and combine these to create, present and communicate their work, showing an awareness of audience and purpose.
- Communicate and develop ideas by creating and editing text onscreen, combining this with appropriate selected images and/or sound.
- Use contemporary digital methods to communicate, share and exchange information with peers.
- Investigate and solve problems in a digital environment.

Thinking Skills and Personal Capabilities

Managing Information: Asking deeper and wider questions to clarify the task, to plan and to set goals. Having a sense of audience and purpose. Developing methods for collating and recording information and monitoring progress on a task.

Thinking, Problem-Solving and Decision-Making: Identifying patterns and relationships. Explaining and justifying methods, opinions and conclusions. Making and testing predictions, and linking possible causes and effects. Discriminating between fact and opinion. Understanding more than one point of view. Examining options and weighing up pros and cons. Trying alternative solutions and approaches.

Being Creative: Experimenting in a playful way. Seeking out problems and challenging the routine method. Seeing opportunities in mistakes and failures. Building on own and others' ideas and experiences, using all the senses. Experimenting with different designs, actions and outcomes. Valuing other people's ideas.

Working with Others: Becoming independent. Understanding and responding to feedback. Taking responsibility for tasks and roles in groups. Working to reach agreements and beginning to manage disagreements.

Self Management: Becoming self-directed by working on own. Working towards personal targets. Evaluating what they are learning and comparing their approaches with others. Identifying how their learning might be the same/different in different contexts.

Suggested Resources Thinking Through the Past

Digital Resources	
ICT Software	Suggested Websites
Designer	Amnesty International www.amnesty.org.uk
Number Magic or Numberbox 2	BBC History For Kids www.bbc.co.uk/history/forkids
Slideshow or Powerpoint	BBC Northern Ireland Learning www.bbc.co.uk/ni/learning
Victorians CD-Rom	Learntings – online learning from The Guardian www.learn.co.uk/
	Museums and Galleries Northern Ireland www.magni.org.uk
	NAACE – Advancing Education through ICT www.mape.org.uk/kids
	One World Centre Citizenship www.bigpic.biz
	Online resource database www.clickteaching.co.uk
	Oxfam – Cool Planet www.oxfam.org.uk/coolplanet/
	Potato Famine Resource www.irishpotatofamine.org
	Primary Resources site www.primaryresources.co.uk
	Save The Children www.savethechildren.org.uk
	Teaching Ideas - History www.teachingideas.co.uk/history
	The Grid Club www.gridclub.com
	Victorian Links www.gfy.ku.dk/~ams/sh/victorian.html

Digital Resources continued	
ICT Software	Suggested Websites
	<p>Victorian Links www.gfy.ku.dk/~ams/sh/victorian.html</p> <p>Victorian Nursery Rhymes and Songs www.nursery-songs.com</p> <p>William Morris Society www.morrissociety.org</p>
Traditional Resources	
Books/ Teaching Materials	Audio/Visual (Media Texts)
<p>Ginn History: Victorian Britain Joan Blyth (Ginn & Company:1992) ISBN: 0602251494</p> <p>Global Citizenship – The Handbook for Primary Teaching (Oxfam) Activity 50 – Working Children from Ch 3 Activities to bring Global Citizenship to your school</p> <p>Life in Victorian Britain (Investigating History) Fiona Goodman and Peter Kent (Nigel Thornes Ltd:1992) ISBN: 0750102152</p> <p>Life in Victorian Ireland (Primary History Series) Deirdre Brown and Rhonda Glasgow (Blackstaff Press:1996) ISBN: 0856405566</p> <p>Lift Off Introducing Human Rights Education within the Primary Curriculum Lesson 5 Convention on Rights of the Child Worksheet 7</p> <p>Looking Back, Moving Forward Ulster Architectural Heritage Society, 2002.</p> <p>Meet the Victorians – Ulster Folk and Transport Museum Education Booklet Pages 14-17 Pages 19-20</p> <p>Nicholas Nickleby Charles Dickens (Penguin Books:1999) ISBN 0140435123</p> <p>Planning for Progress In Art and Design NI Education and Library Boards – page 29</p>	<p>BBC radio programmes</p> <p>“Ears and Eyes” by Jack Dobbs, Simon Wyld, Roger Fiske and Michael Lane</p> <p>“Music Mornings” B.E.L.B. – Topic based music tapes</p> <p>BBC Television The World around Us: History</p> <p>Times (Teacher’s notes and interactive pupil material are available on the website).</p> <p>Mrs Brown (starring Judy Dench and Billy Connolly) ASIN 630482615X</p> <p>“Music Box” – tapes/stories</p> <p>‘Toss the Feathers’ The Corrs</p> <p>The Thornbirds’ Theme – Mancini</p> <p>1900 House TV Programme Channel 4 Miramax Home Entertainment (Film)</p>

Traditional Resources continued

Books/ Teaching Materials

Primary Values – CCEA

Printing in the Primary School – NEELB

Skills for the Primary School Child Part 1: I am, I know, I can (Tacade: 2007) Section 3
Developing a healthy, safer lifestyle

Sound Inventions:32 Creative Music Projects for the Junior Classroom Richard McNicol
(Oxford University Press:1992)
ISBN: 0193214326

Sounds Topical Jan Holdstock
(Oxford University Press:1995)
ISBN: 0193213575

Stepping Stones – Adventures in Dance –
Interboard Physical Education Panel

The Vile Victorians Terry Deary (Scholastic Hippo: 1994) ISBN: 0590554662

Time and Place: Tchrs'.Source Bk.2 Key Stage 1 (Time & Place) Patricia Harrison and Steven Harrison (Nelson Thornes:1991)
ISBN: 0750100818

Victorian Britain (Teacher Timesavers) Neil Tonge and Peter Hepplewhite (Scholastic:1995)
ISBN: 0590533037

Victorians (History Makers) Clare Chandler and Jessica Curtis (Hodder Wayland:1994)
ISBN: 0750212675

Audio/Visual (Media Texts)

Organisations

Useful Contacts

Samuel French's Theatre bookshop – play-scripts/melodramas
Samuel French Ltd, 52 Fitzroy Street, London W1P 6JR
www.samuelfrench-london.co.uk

Places to Visit

Ulster American Folk Park
2 Mellon Road
Omagh
BT78 5QY
028 8225 6320

Ulster Museum
Botanic Gardens
Belfast BT9 6TS
028 9038 3030

Please note that the above resources are those that have been recommended by teachers who have contributed to the development of this ICL. At the time of printing, the suggested websites were live.



INVESTOR IN PEOPLE



CUSTOMER SERVICE EXCELLENCE



Rewarding Learning