

Title: The Wellesley Lads: Success to the Training Ship

Key Skills:

KS 2/3 History: knowledge, skills and understanding
 3 & 4a & b Historical interpretation and enquiry
 5a Identify, evaluate and use sources of information critically; prioritise and select information.

English KS 3 Framework Y7:

Writing: Collect, select and assemble ideas in a suitable planning format

Reading: Use appropriate strategies to extract particular information e.g. highlighting

Speaking and Listening: Promote, justify and defend a point of view

Citizenship KS2

2b Why and how rules and laws are made and enforced

5g Consider social and moral dilemmas

Citizenship KS 3

1a Rights and responsibilities underpinning society

3a Participation and responsible action

Learning Objectives:

Develop confident use of IT

Discuss and evaluate contemporary points of view

Investigate the importance of folk songs as evidence of past events and attitudes

Suggested activities:

What the teacher will do:

1. Have hard copies of the song *The Wellesley Lads* pre-prepared or introduce the Farne Site and allow the pupils to conduct an Archive search.

2. Read *The Wellesley – Key Questions* and look at the images to help the children understand the background to the song

3. Discuss the Geordie dialect words used by the song writer William Dunbar. Use Task Sheet 1 to enhance understanding of the song.

4. Using the song as evidence. Use questions 1-3 to reinforce

What the pupils will do:

1. Use the search facilities. Try a simple key word search using the term Wellesley or browse the Archive by theme e.g. Children Print out the song

2. Discuss why the school was founded.

3. Prepare a short Geordie glossary (See Task Sheet 1)

4. Discuss or give written answers to the following:



comprehension.
Use question 4 to consider contemporary Victorian attitudes towards potential criminals and compare to modern attitudes.

Does Dunbar take a hard or soft line? What does he believe is the cause of boys becoming criminals (verse 1)? What is his solution? Has he got his facts right? (See 2 above – the Wellesley boys were seen as at risk of becoming criminals)

5. Read *Daily Routine aboard the Wellesley*, a late Victorian document. Discuss this programme and its intentions.

How would this timetable help boys from deprived backgrounds?

Ask the children to complete a piece of extended writing using Activity sheet 3. Was life on board the *Wellesley* 'kind'. Discuss what kindness means. Could the demanding routine of the ship be seen as kind in the context of Victorian life for the poor?

What are the intentions of such a rigorous programme? What other terms might be used to describe it – cruel, fair, harsh, military, raising expectations?

According to Dunbar

1. Why were boys sent to the Wellesley?
2. What are the boys trained to do?
3. How did they impress the public?
4. What were Dunbar's attitude/feelings towards these 'bits o' lads'? Choose three phrases from the song to support your arguments.

Fill in the Activity Sheet 2 for their 21st century daily routine, say a school Monday.

Complete Activity Sheet 3

Resources:

Book computer suite or download *The Wellesley Lads*
Access to Word or similar package
Access to the Farne site

Extension activities:

Look at the six images of the *Wellesley* Boys taken c. 1900. Discuss how the Band, the focus of Dunbar's song, is being used to raise revenue. *Import the images into Word or PowerPoint and prepare either a short 'Magic Lantern' presentation or booklet to raise funds for the training school. Emphasise the life changing experience that the ship is giving to deprived children and how the images demonstrate this.*