

The Georgian House

The National Trust for Scotland – Teachers' Notes



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For more information, visit www.nts.org.uk/Learn

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Illustrations by Maggie Downer



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1.0 Plan your visit

1.1 The National Trust for Scotland

The National Trust for Scotland is the conservation charity that protects and promotes Scotland's natural and cultural heritage for present and future generations to enjoy. With over 310,000 members it is the largest conservation charity in Scotland and it depends for its support on donations, legacies, grants and membership subscriptions.

Established in 1931 (at the initiative of rural Scotland), the Trust acts as guardian of the nation's heritage of architectural, scenic and historic treasures. As an independent charity, not a government department, it acts on behalf of everyone to safeguard our heritage.

By becoming an educational member, your school will support the conservation of Scottish heritage. There is an additional benefit of free entry to all Trust sites. There may be a charge for some of the learning programmes (to cover costs) but these will be reduced for members.

The Trust is unique in that its activities cover the full range of cultural, built and natural heritage. Our challenge is to make this heritage relevant to the people of Scotland and all those who have an interest in Scotland's magnificent heritage.

If you wish to find out more, then please go to our website: www.nts.org.uk – where you can read and print the NTS Corporate Plan, Policies and Principles.

Registered Scottish Charity Number SCO 07410

Learning with the National Trust for Scotland:

The school programme offers many opportunities for cross-curricular work and engaging with the Curriculum for Excellence.

Further information for teachers, and other resources, can be found on the Trust website – www.nts.org.uk/Learn



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1.2 Booking Your Visit

Booking

- All group visits to the Georgian House must be booked in advance, by contacting the property manager.
- Each booking is for approximately 2 hours.
- To ensure that you get maximum enjoyment from your visit, we ask that you keep to your booking times. If you are late, your tour may need to be shorter.
- Teachers may have one free visit to the Georgian House, in order to plan their school visit.

PLEASE NOTE: We recommend that you book as early as possible to avoid disappointment.

Charges

There is a charge for schools without NTS Educational Membership.

NTS Educational Members have free entry to the Georgian House – except if booking for a learning event, when reduced rates will apply for members.

Please apply to the Georgian House for the List of Charges.

NTS Membership

If your school has NTS Educational Membership, please remember to bring your membership card with you!

If your school does not have NTS Educational Membership, it is possible to join on the day – just bring a cheque. You can also go to the National Trust for Scotland website:

www.nts.org.uk/Learn – or contact Learning Services.



1.3 The School Programme

Curriculum

- The programme complements People, Past Events and Societies
- It can also be used as a basis for classroom work across the whole curriculum.
- The school programme is suitable for First and Second Level pupils
- Pupils above Second Level are welcome but the subject teacher should contact the property manager to discuss requirements.

The Programme

The programme lasts approximately 1½ to 2 hours.

Children dress in costume for the tours.

The following OPTIONS are available but must be booked in advance:

Houses & Homes

First Level:

How different is the Georgian House from your own home? Tour the house to investigate and compare. The tour highlights how water, heating and lighting was provided in the house, as well as considering hygiene, cooking, food and pastimes. Your pupils will also go outside to look at the exterior of the building and consider building materials.

Trainee Servants

First and Second Levels (from Primary 4 upwards):

Find out about life in Georgian times as your pupils step back in time. They will tour the house and learn about the duties of the servants – and compare the servants' lives to those of the family. They will learn about food, heating, lighting, water, medicine, hygiene, clothing and pastimes in the Georgian period.

Georgian Life

First and Second Levels (from Primary 4 upwards):

Compare modern day with Georgian life as your pupils tour the Georgian House. Consider why some elements are the same, and why some are different. Main topics include food, heating, lighting, water, medicine, hygiene, clothing and pastimes.

Teachers are entitled to a free preliminary visit to the Georgian House, after making a booking. Visit the Georgian House without your pupils to assess the site, prepare your Risk Assessment and, if desired, create your own classroom materials.



Teaching Resources for use in the Classroom:

- Teacher's Pack
- Georgian House DVD:
A 16 minute film "Living in a Grand Design" is available for loan. The film is an excellent pre-visit introduction to life in the Georgian House and the building of the New Town.
- Georgian Dance Pack:
A CD and instructions to enable the children to learn simple Georgian dances at school, is available for loan on request.
- Georgian House CD ROM:
An interactive CD ROM provides a virtual tour of the Georgian House and a wealth of information about life in Georgian Edinburgh. Available for £5 on booking your class visit.
- Check LEARN on the NTS website for other resources: www.nts.org.uk/Learn



1.4 The Visit

Arrival

On arrival, the teacher should go to Reception. Your NTS guide will provide an introduction and your pupils will be told what to expect.

Please keep to your appointed time. The Georgian House is a busy place with many visitors. We appreciate that delays can occur but, if you arrive well after your allotted time, we may have problems fitting you in.

Access and Additional Support

We regret that there is limited access to this historic house for those with mobility impairment.

Special touch tours of the house can be arranged for those with sight impairment, and a portable induction loop is available for pupils with hearing difficulties.

Please discuss any additional support needs with the property manager when booking your visit. You can also check the Georgian House webpage on the NTS website: www.nts.org.uk

Packed Lunches

Pupils can use the Education Room upstairs (no lift) or they may picnic in nearby Charlotte Square Gardens, with permission from the property manager. You can also take your pupils to the public park beside Princes Street (Princes Street Gardens).

(Please note: You should only cross the road at the traffic lights, when walking to Charlotte Square Gardens. The garden is fenced – there is access through one locked gate.)

Toilets

There is one accessible toilet. Pupils may use this toilet if necessary. We regret that it is on the first floor (with no lift).

Shop

Pupils may visit the shop, in small groups supervised by an adult.

Pupils' Behaviour

Teachers, and accompanying adults from the school, are responsible for the behaviour of the pupils at all times, during the visit.

Risk Assessments

The site has been risk assessed. Teachers are expected to prepare their own RA for the visit.



1.5 Risk Assessment: 1

The Georgian House School Programme

RA: Page 1 of 2

Introduction for Teaching Staff

- A List of Activities has been produced to help you prepare for your visit.
- Please use the List of Activities to prepare your own Risk Assessment (RA).
- Take time to read through the list carefully.
- Be aware that there could be some changes (for instance, temporary repair work on site).
- You are in charge of your pupils throughout their visit to a Trust site.
- **Class teachers may visit a Trust site free of charge, once they have made a booking.**
- **We recommend that you visit the site before your school programme - to plan the day and complete your Risk Assessment.**
- **Remember to discuss your RA with any adult helpers who will be taking part in the school programme with your pupils.**

Learning is an important part of the work of the National Trust for Scotland (NTS), and the safety of pupils and adults from visiting schools is important to us. Each School Programme is designed to be an enjoyable learning experience. To ensure that the day runs smoothly and safely for all involved, we ask that pupils are well organised and attentive.

The National Trust for Scotland staff and/or workshop leaders will be occupied with the delivery of activities for your pupils during the visit - so the behaviour of the pupils remains the responsibility of the school.

Recommended ratio of teacher/supervising adult to pupils:

8 years and over: 1 adult per 10 pupils

Under 8 years: 1 adult per 5 pupils.

Pre-school: 1 adult per 2 pupils

All NTS staff who take part in school visits have completed Disclosure.

Information sheets: *Visiting a Trust Site* and *Outdoor Visits: Safety First* are available on the NTS website: www.nts.org.uk/Learn, under Teachers: Plan Your Visit.

If you have any queries about any element of the programme, please contact The Georgian House property manager.

Thank you for your assistance. We look forward to welcoming you for an enjoyable visit!



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Risk Assessment: 2

The Georgian House School Programme

RA: Page 2 of 2

List of Activities – for Teacher's Risk Assessment

Outline of Activity: Tour of House

Risks Identified: Staircase: potential trip hazard

Reduce Risks: There is a handrail; an adult will lead the group and control the speed, pupils should move slowly, no pushing, an adult from the school should supervise at the rear of the group.

Outline of Activity: Tour of House

Risks Identified: Sharp or heavy objects in some rooms.

Reduce Risks: Pupils and adults are requested not to touch any items when visiting the house (except for selected educational items); teacher/group leader supervises pupils

Outline of Activity: Handling Objects (provided for educational use)

Risks Identified: Some items could be heavy (e.g. the iron) and if dropped may cause an injury.

Reduce Risks: Care should be taken with all handling objects, discuss with the pupils.

Outline of Activity: Wearing Costume

Risks Identified: Clothes not fitting, pupils unsure what to do, trip hazard from long skirts

Persons at Risk: All pupils, female pupils

Reduce Risks: Time is allowed to provide safety instructions. Ensure the class teacher/an adult from the school supervises the fitting and wearing of all the costumes for the pupils (girls and boys). Assorted sizes for pupils. Assorted lengths to suit a range of heights. **Long skirts:** Elasticated waists to enable skirts to fit a range of sizes. Ensure that the skirts are at or above the girls' ankles. (If necessary, roll up the waistband.) Girls pick up their skirts on the stairs. Adult helper at back of group keeps an eye on the girls. Ensure safety warning given to the girls, and this is repeated when using the stairs.

Outline of Activity: Viewing outside of the House

Risks Identified: Standing near to traffic

Reduce Risk: Instructions given to pupils before they leave the building – they act sensibly, move in single file, they follow the leader, they do not move from the spot chosen for them, they always stay on the pavement, no pushing. **Activity:** The pupils are led to a safe place on the pavement by NTS staff, so they can see the house and do not need to move around. Teacher/adult from school is at the back of the group. Pupils go single file (so the public can pass them safely). This activity takes place on a wide pavement. The teacher is in charge of pupils' behaviour.





2.0 Historical background and lifestyle around 1800



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2.1 Timeline of Georgian Edinburgh 1714 – 1830

| | |
|------|---|
| 1714 | King George I <i>Population of Edinburgh: 25,000</i> |
| 1724 | Lord Provost George Drummond proposes 'extensions to the north' |
| 1727 | King George II |
| 1752 | Proposals for public works in the city |
| 1759 | Draining of the Nor' Loch began |
| 1760 | King George III |
| 1763 | Foundation stone of the North Bridge is laid |
| 1766 | James Craig wins the competition to design plans for a new town |
| 1767 | Act passed to extend the city royalty <i>Population of Edinburgh: 50,000</i> |
| 1769 | Collapse of the North Bridge, killing 5 people |
| 1774 | Construction of Register House began |
| 1780 | New Town was completed as far west as Hanover Street |
| 1783 | Work began on the Mound |
| 1785 | Act passed to build the South Bridge and the University |
| 1788 | St Andrews Church is built |
| 1791 | Building Charlotte Square began – designed by Robert Adam |
| 1801 | <i>Population of Edinburgh: 67,000</i> |
| 1811 | St George's Church is built |
| 1818 | Gas lamps introduced |
| 1820 | King George IV |
| 1830 | Death of King George IV <i>Population of Edinburgh: 136,000</i> |



2.2 An Introduction to the Georgian House and its Occupants

Building the New Town

The idea for Edinburgh's New Town did not suddenly emerge in the mid 18th century. In the preceding 70 years numerous improvement proposals had been suggested but they were never implemented because the political, economic, and social circumstances were not right.

By the 1750s and 1760s there was a new air of confidence and ambition in Edinburgh. Political stability, economic progress, increasing wealth, and enlightened thinking provided the right conditions for improvement. The Town Council promoted the building of the New Town for two main reasons:

- To improve the overcrowded living conditions of the Old Town and to provide a healthier environment for the richer inhabitants.
- Perhaps more importantly, to turn Edinburgh into a worthy capital of North Britain, and a centre of commerce, arts and refinement.

In 1766, a young architect called James Craig won the competition by the town council to design the street plan for the New Town. Craig's grand idea was for two large squares, St Andrew's Square and Charlotte Square, to be joined by the wide thoroughfare of George Street, with Princes Street and Queen Street running parallel. It took over 50 years to complete the New Town – building progressed gradually from east to west between 1767 and 1820.

Building Charlotte Square

In 1791 the Town Council asked the prestigious Scottish architect, Robert Adam to design the elevations for Charlotte Square. The Council hoped that Adam's design would answer criticism that the New Town lacked invention and that the design of many of the houses was unambitious. An expert in 'palace-front' design, he was able to combine the individual rows of houses into a 'grand civic composition'. Adam's design for Charlotte Square raised the standard of architecture in Edinburgh's New Town into the international class.

Robert Adam's death in 1792 meant that his designs had to be carried out by other architects. Charlotte Square was finally completed in 1820.

The Families of Charlotte Square

The people who owned the houses in Charlotte Square were wealthy, but not necessarily aristocratic. John Lamont, the first owner of the Georgian House, was a landowner, while the Square was also home to lawyers, doctors, bankers, and merchants, and their families.

In the late 18th century the average family size was six people – father, mother and four children. The family may also have included elderly relatives and unmarried sisters. It was customary for the father to earn money to provide for the family. His wife stayed at home to manage the household, including the servants. Boys and girls were brought up to take on these expected roles.



The Families of Charlotte Square continued

Children were not allowed to go where they wanted in the house. They stayed in the nursery on the top floor, except when they spent time in the parlour with their parents.

Five or six servants worked very long hours to keep the house clean and warm, cook meals, look after the family, and attend to their guests.

The Occupants of the Georgian House (No. 7 Charlotte Square)

John Lamont of Lamont

First Owner 1796-1815

John Lamont was born in c.1741, the eldest of seven children. He became the 18th Chief of the Clan Lamont in 1767 and inherited the Ardlamont Estate, in Argyllshire. His main income came from the rents from his tenants. In 1773, he married Helen Campbell and the couple had five children: John, Amelia, Norman, Georgina and Helen Elizabeth.

Although John Lamont inherited some debts, his own extravagant living increased his financial difficulties, the needs of his family, and son Norman's mounting debts. In 1809, to make provision for his family after his death, he sold another estate that he owned for over £40,000 and in 1815 was forced to sell No.7 for £3,000. He had paid £1,800 for it in 1796.

Catherine Farquharson of Invercauld

Second Owner 1815-1845

A widow with three children, she is listed in the 1841 census as the head of the household. Eight servants also lived in the house.

Lord Neaves

Third Owner 1845-1889

He had a distinguished career as a criminal lawyer. In 1852, he was made Solicitor-General before succeeding Lord Cockburn to the Bench in 1853. Five years later, he was appointed a Lord of Justiciary.

The 1851 census reveals that he and his wife Elizabeth had 7 children aged between 1 and 14 years, and 6 servants. By 1861, there were 10 children – and 10 servants, including a butler and a pageboy.



The Occupants of the Georgian House (No. 7 Charlotte Square) continued

Rev. Alexander Whyte

Fourth Owner 1889-1927

From 1870 to 1896 he was minister of St. George's West Church, and in 1898 the Moderator of the Free Church General Assembly. Later he was Principal of New College.

He married Jane Barbour of Bonskeid in 1880 and the couple had eight children. Jane continued to live in the house after Alexander's death in 1921.

The Bute Family

Fifth Owners 1927-1966

The 4th Marquess of Bute (1881-1947) purchased the house in 1927. Added to his earlier purchases of No. 5 (1903) and No. 6 (1923?), this meant that he owned the centrepiece of an entire palace front.

Inspired by the Neo-Adam movement of the late 19th century, he removed the Victorian alterations, thus restoring the 18th century harmony. In 1934 he leased No. 7 to Whytock and Reid, Edinburgh's leading cabinet-makers and upholsterers.

The National Trust for Scotland

Owners since 1966

In 1964, the National Trust for Scotland received an offer of 5, 6, and 7 Charlotte Square from the 6th Marquess of Bute in settlement of the death duties of the 5th Marquess.

In 1973, the National Trust for Scotland decided to turn the basement, ground floor and first floor into a typical Georgian townhouse of the late 18th to early 19th century. The Georgian House was opened to the public in 1975.



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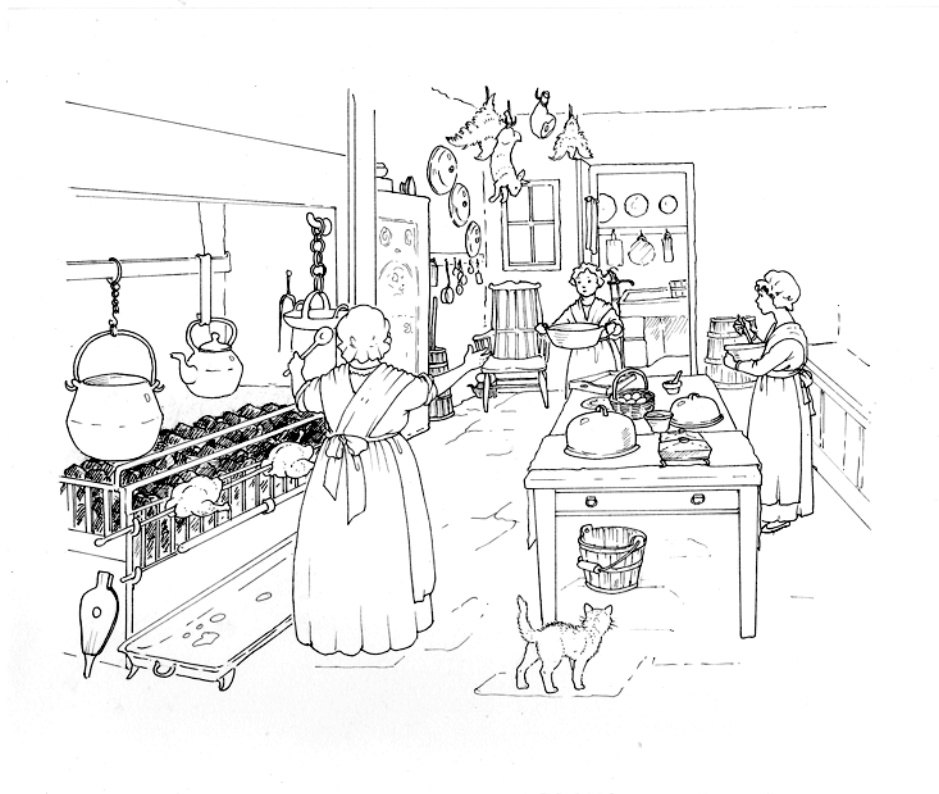
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2.3 Food at the Georgian House (and a Shopping List)

Cooking

The cooking range was heated by coal. Roasting was the most favoured method of cooking meat, using a spit in front of the fire, with a dripping tin underneath the meat to catch the fat and juices. Boiling was the other method, done in large pots hung over the fire. The range also cooked soups, porridge, stews and sauces - and heated water for drinks and washing. It was not possible to change the temperature of the fire quickly so, instead, a particular pan was moved nearer or further from the fire.



The Georgian House had a bread oven, but not all houses did – those without ovens sent their pies, bread and cake mixes to the local bakery. To make sure they knew which was theirs they marked the top with their initial:

“Pat-a-cake, pat-a-cake, baker’s man,
Bake me a cake as fast as you can,
Pat it and prick it and mark it with B
And put it in the oven for Baby and me.”

Houses such as the Georgian House had a wide range of cooking utensils and pans to enable the cook to produce a wide range of dishes. Poorer households had only a few basic utensils and cooking pots.



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Ingredients

For most of the 18th century, livestock had to be killed in late autumn because there was no fodder for them over the winter. The meat it was salted and packed, and then stored. For much of the year only salted meat was available. At the end of the century changes in agriculture allowed livestock to be fed over the winter (new breeds of cattle were also introduced). Eventually, fresh meat became available all year round.

The wealthy ate a wide variety of meats – for instance, beef, mutton, ham, veal, partridge, quail, snipe, plover, curlew, woodcock, geese, turkey, chicken and capon. Pheasant was introduced to Scotland in 1722. The most common vegetables were cabbage, turnips, carrots, neeps, potatoes and onions. Potatoes and turnips were grown widely from around 1740. Wealthy households also ate peas, French beans, asparagus, artichokes, celery, cauliflower, lettuce, cress, cucumber and spring onions. Tomatoes were included in recipes towards the end of the 18th century, but were not eaten raw until the 19th century. The different vegetables were available when in season.

People drank wine and ale. Water was not clean and could carry diseases. Tea, coffee and chocolate (using boiled water) became popular, sweetened with sugar and served without milk. Coffee and chocolate were considered wicked by some, since they were stimulants. Coffee houses were frequented by gentlemen. Tea-time became very fashionable – tea was so expensive that it was locked in caddies, and the lady of the house kept the keys. Servants were sometimes allowed to sell used tea leaves (part of their 'perk' or perquisites).

Improved transport meant that dishes from abroad, such as pasta, curry, rice and ketchups, and also regional specialities, such as different cheeses, became available.

Dangerous Cooking

Some cooking practices at this time were quite dangerous. The copper pans created a poison (verdigris) if used for cooking acidic food – but, despite this, some fruits and pickles were deliberately cooked in copper pans to give them a bright green colour! Bad meat, stale fish, rancid butter and spoiled fruit and vegetables were still eaten, and cookery books even included recipes to disguise the taste. Milk and water often contained dangerous bacteria.

Dishonest shopkeepers sometimes added other substances to provisions (for instance, to tea, coffee, flour or milk), to bulk them out. The extra substances could be poisonous.

Storing Food

Larger houses had ice-houses in their grounds. These were filled with ice during the winter and then used to store some food, in warmer months. The ice was used to make ice cream (freezing the cream). Fresh food was kept in cellars or cold larders. A lot of food was preserved food including cured ham and bacon, salted beef and mutton, smoked fish and sausages, and jams and pickles. Meat, fish and shellfish, when potted and baked in a crust, would keep for several weeks - by making an airtight seal of clarified fat over the top.



Meals

During the 18th century the time of dinner gradually began to change. At the start of the century breakfast was taken between 9 and 10am then nothing else was eaten until dinner, which was



served from 2 to 3 pm. As the century progressed dinner time got later until it was served between 5 and 7 pm. This left a long time between breakfast and dinner so afternoon tea, consisting of cake and biscuits, became fashionable. They also had a late supper which could be an evening snack or, if there were guests, would include hot dishes and pies.

Breakfast was a simple meal of tea, coffee or chocolate served with porridge, bread rolls, buttered toast or cake. Sometimes fish was served. Breakfast would have been served in the parlour or

the bedroom. In the 19th century, breakfasts got larger and were often served in the dining room.

It was usual to have two removes (with many different savoury and sweet dishes), in the 18th century but, by the early 19th century, people began to serve distinct courses of food. A dessert of cheese and fruit was offered throughout both periods.

Sandwiches

Sandwiches were invented by the Earl of Sandwich in 1760. He asked for his meat to be served between two pieces of bread so that he could continue gambling!

Food for the Poor

In rural areas a family's staple diet included oatmeal, kale, cabbage, potatoes, neeps, turnips and milk, butter and cheese. Milk would be fresh and so was safer to drink. Rabbits and fish could be caught, but if this was done on private land then it was poaching! Cheaper meat, such as sheep's head, trotters, offal and blood might be bought to make sheep's head broth, black pudding, white pudding and haggis.

Breakfast was usually porridge or crowdie made from oatmilk and fresh buttermilk. A big pot of soup or broth was usually cooking over the fire, and served with dumplings.

The Dinner Party

By the late 1790s, the Lamont family would have adopted the new fashionable style of eating. Instead of two large removes of food, wealthy families now offered their guests several smaller ones. Five or six main courses for dinner were usual – sometimes there were other lighter courses in between, to refresh the palate. People now used forks which had become fashionable in the later 18th century.



The Dinner Party continued

The main courses were: Soup, Fish, Game, Roast meat, Pudding, Dessert

By this time, men and women sat beside each other at the table, and could converse in a relaxed style. Some flirtation was allowed as long as it was decorous, their words being covered by the general conversation. Young unmarried women, though, had to be very careful. Young women were expected to keep within a strict code of behaviour at all times. To ignore society's rules would lead to a loss of reputation – and ruin any chance of a 'good marriage'.

Food was rich, and many of the meat and sweet dishes were very complicated. The puddings usually included lots of cream and (expensive) sugar.¹

Wealthy people were proud of their modern furniture and fittings, made from exotic woods such as mahogany (rather than local woods). Since these were imported to Scotland, the furniture was exceptionally expensive. After the dinner had finished, servants removed the linen tablecloth to reveal the polished mahogany table. A dessert of cheeses and fruit (very like we might have today) was then served.

Following dessert, the ladies withdrew to the drawing room to take tea while the gentlemen remained at the dining table. The men conversed about general matters, or might talk business. They also drank toasts to, for instance, their ladies and favoured politicians. It was not unusual for gentlemen to get drunk - though some households were strict about such matters.

When required, the men could use the chamber pots stored in the pot cupboard, in the dining room. (The maids later emptied them, along with the pots from other parts of the house.) The Georgian House, being very modern, also had a water closet. (These early version were not plumbed in, however - so servants had to fill the cistern with water and, later, empty the 'receiver'.)

After a while, the gentlemen joined the ladies. They might play some rounds of cards (whist was popular) or played chess or backgammon. The Lamonts moved to Edinburgh to ensure that their daughters all married well. Now was a good time for a young lady to show off her musical abilities, playing the piano and singing for the assembled guests. If she was pretty, her musical prowess was not so important – as long as the eligible bachelors could see her and take notice.

For a larger party, musicians were hired so that the ladies and gentlemen could dance. Sometimes, more guests would be invited for the dance – in which case, card tables were often set up in a quieter area. There would be a buffet supper for all the guests later on.

The food and lifestyle of wealthy families in Edinburgh were very different from the country lairds. They kept to the fashionable city mode of living.

¹ Sugar came from the West and East Indies. Much of it came from places such as Jamaica where, at this time, Scottish (and English) plantations used slave labour. A campaign against the slave trade had been in progress for some years. An act to abolish the slave trade was passed in 1807; slavery was abolished in the British colonies in 1833. An 'apprenticeship' scheme was put in place but was stopped in 1838.



Shopping List

4 farthings = 1 penny (1d.)

12 pennies = 1 shilling

20 shillings = £1

1d. means one penny

1¼d. means one penny and one farthing

1s. means one shilling

1/6d means one shilling and six pence

2.5 pence = 6d. old money

5 pence = 1s. old money

1 kilo = 2.2 pounds (lbs)

List:

Best beef = 8d. per pound

Poultry = 1/6d. each

Cheese = 1/1d. per pound

Potatoes = 1/3¾d.

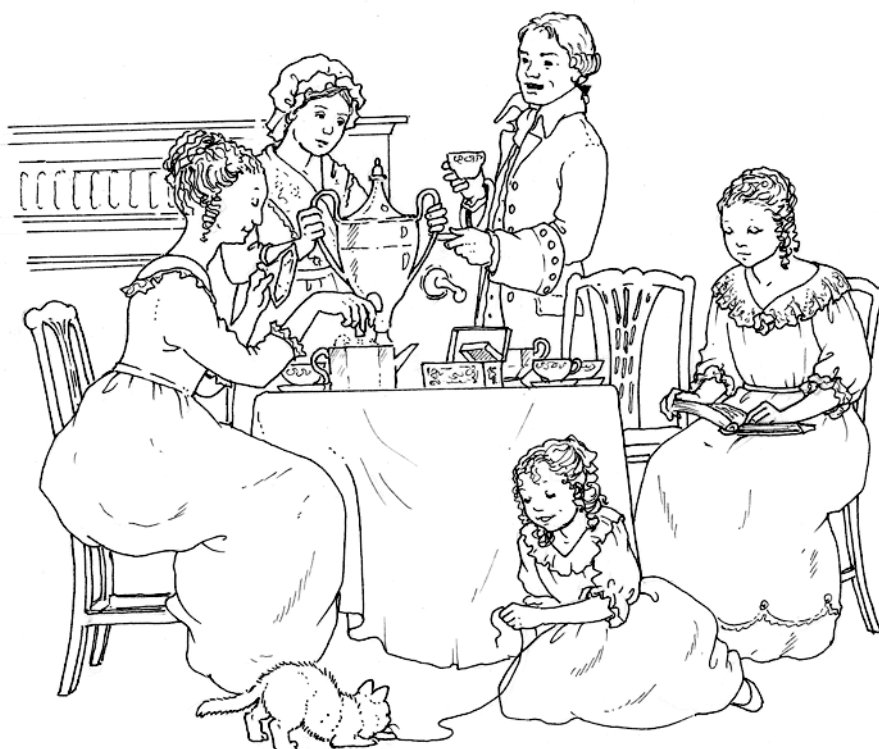
Eggs = 1/1d. per dozen (per 12)

Butter = 1/8d per pound

Buttermilk = 1d. per pint

Tea = 8 shillings per pound

Sugar cone = 1 shilling per pound



Lamont family at tea time



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2.4 Fashion around 1800

The fashion for shorter hair for men and women, and no wigs, began in the 1790s after the government brought in a powder tax (hair powder was used on the wigs).

Makeup also changed around this time, with women dropping the heavy white-lead makeup used since Elizabethan times. The smallpox inoculation and, later, the vaccination programme may have had something to do with this. Young women were no longer becoming scarred with smallpox pustules. A fresh natural look was now important.

Some women cut their hair short in the mid 1790s, reflecting the fate of the French aristocratic women whose hair had been shorn before going to the guillotine. Then longer hair, tied in a simple, 'romantic' style became very fashionable.

The simpler styles reflected a new era.



Lamont family in 1796



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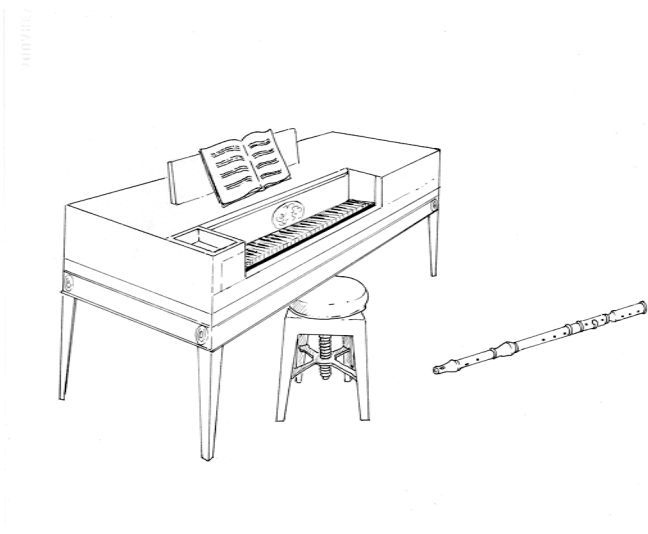
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2.5 Leisure

Reading was a popular pastime for adults such as the Lamonts. Advances in printing technology meant that newspapers, books and magazines became more widely available. Novels were on sale - or in the lending libraries. Stories were printed in book form, or as instalments in newspapers and magazines. Jane Austen's novels were published at the end of the 18th and beginning of the 19th century. Robert Burns was popular. (Later, Charles Dickens and Sir Walter Scott became great favourites.) Reference books such as encyclopaedias and history books were also read widely.



With no television or computers, families and friends often played cards. Families drank tea - but some card parties involved gambling and drinking (particularly in the gentlemen's clubs).

Genteel women might spend a lot of time sewing or embroidering. Other pastimes included shopping, watercolour painting and craftwork (such as decorating boxes or making scrapbooks) – though some did write books! Horse riding was popular in the countryside. Both men and women were expected to sing and play musical instruments, so that they could entertain each other at parties.

Piano and recorder

Dinner parties were important social occasions allowing a family to show off their wealth. After a wonderful meal, guests moved to the drawing room which was the grandest room in the house. It was only used for special occasions – the rest of the time, this room was closed up and the furniture covered to protect it.

The wealthy liked to meet at public gatherings such as balls and assemblies. The theatre was also fashionable, as were concerts and scientific lectures. Clubs and societies developed at this time – men would meet in coffee houses or inns to discuss their ideas. As the century progressed, these clubs and societies became more formalised and they published their ideas in newspapers. Women were allowed to observe the discussions, and could help with fundraising, but were not allowed to become members.

Sport at this time included horse racing, golf, bowls, cricket, sailing, rowing, archery, bare-knuckle fighting and football (although football was a pastime for the lower classes!). Like today, many people enjoyed watching sport rather than taking part in it, and men liked to bet on the outcome. In 1792 the *Sporting Magazine* was first published. A very cruel sport enjoyed by both the rich and the poor was cockfighting, and all towns had a cockpit.



2.6 Illness and Medicine

At the end of the 18th century, there was no National Health Service to look after the people's health. There were doctors but they were fewer in number than today; they also charged for their visits and any medicines or treatments given. For this reason, richer households tended to have their own medicine chest, containing pills and potions, for treating minor ailments.

The poor could not afford doctors' fees or many medicines. However, they were not neglected, as they could obtain free medical advice and treatment from an increasing number of medical charities:

- The Edinburgh Public Dispensary (set up in 1776)
- The Edinburgh New Town Dispensary (dates from 1815)
- The Edinburgh Royal Infirmary (established in 1729)

People at this time probably also used their own local network of healers who used remedies passed down generations. Very little was known then about what caused diseases. This made treating and curing patients very difficult.

Medicines were used, but they were limited in number and not as sophisticated or effective as drugs today. Three common drugs were used: laudanum, digitalis, and Cinchona bark. Laudanum, prepared from opium, was a morphine solution used as a painkiller. Digitalis, obtained from dried foxglove leaves, was used to stimulate the heart muscle. Quinine was produced from Cinchona bark, and used as a tonic and to reduce fevers.

Doctors at this time also used different methods of treatment to those used today. They treated scarlet fever, measles, and many other diseases by drawing off the blood of their patients (bloodletting) or by making them sick. They also used leeches if they wanted to take blood from a particular part of the body. This method was used in treating whooping cough. These treatments would have made their patients very tired and, perhaps, slowed their recovery.

Doctors recognised, however, that they were not able to cure many diseases. They tried instead to prevent disease. A book on "Domestic Medicine" by William Buchan (which the wealthy Georgian household may have had on their bookshelf) emphasised the importance of cleanliness for preventing illness and suggested that the clothes and bed linen of a sick person should be changed frequently. But as you could not force people to be clean, especially as water had to be bought, it is doubtful whether such advice was often taken.

There was one preventive measure which did work: vaccination against smallpox. In 1798, a physician called Edward Jenner discovered that vaccinating people with a small amount of a disease called cowpox gave them immunity to smallpox. His discovery was a very important one and replaced the existing inoculation with small amounts of smallpox matter. Inoculation was less



Illness and Medicine continued

safe because it actually caused smallpox in some of those inoculated and kept the smallpox virus alive. Cowpox was milder and rarely led to smallpox.

Doctors realised the value of Jenner's discovery very quickly, and a Vaccine Institution was set up in London in 1799 to encourage vaccination and to supply the vaccine. This lead was followed in other towns and cities across Britain, and doctors found that their wealthier patients were eager to pay to be vaccinated. In Edinburgh, the Public Dispensary began to vaccinate poor children and their families free of charge.

Later the New Town Dispensary did the same. The Public Dispensary also supplied the vaccine and gave advice to doctors and clergymen across Scotland. Vaccination led to a fall in the number of children, especially poorer ones, who caught and died from smallpox. Unfortunately, as smallpox declined, it was replaced by another disease, measles. There were measles epidemics in Edinburgh in 1806-7 and 1816-17.

Doctors might arrive in a small carriage but often travelled on horseback, particularly in the countryside where the roads were bad.



Sources:

Thomas Ferguson; *The Dawn of Scottish Social Welfare, A survey from medieval times to 1863.*

David Hamilton; *The Healers: A history of medicine in Scotland.*

Contemporary medical periodicals: *Medical and Philosophical Commentaries* and *The Annals of Medicine.*

Dr. S. Martin, 1997 PhD Thesis; *William Pulteney Alison: Activist Philanthropist and Pioneer of Social Medicine*



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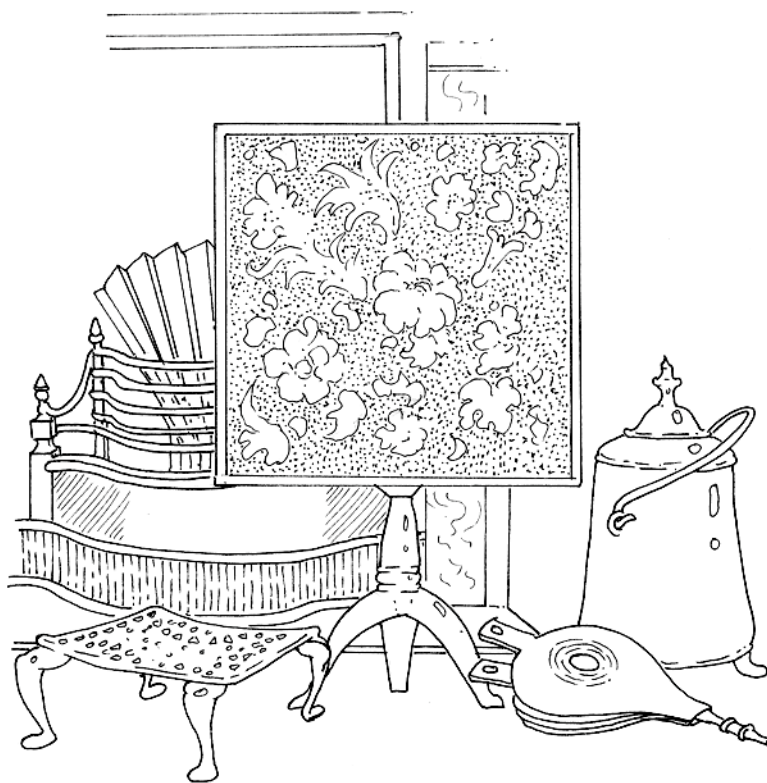
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2.7 Heating, Lighting and Hygiene

Heating

Coal fires

Coal fires were the only source of heating in the Georgian House. Coal was delivered to the coal cellar, at basement level, just outside the house. There was a trap door in the pavement so that coal could be poured directly into the coal cellar. The servants had to light the fires early in the morning, after clearing away the ashes from the previous day and cleaning the grate. The servants also had to carry all the coal from the basement up to the family rooms, for when it was required.



Lighting the fire

Matches were not invented until the 19th century. Before this, tinder boxes were used to light fires. A spark was created by striking a piece of flint against a 'striker' (a short length of rough metal). The spark then made the 'tinder' (material such as special rotten wood, cotton wool or rough cotton) smoulder. A splinter of wood with the tip dipped in sulphur was used to transfer a flame to light the fire.

Other ways of keeping warm

On cold evenings, both the window shutters and the heavy curtains were closed. The family's four-poster beds had heavy curtains around them to keep out draughts. Candles added a little to heat the room (as did, later, oil and gas lamps).



Lighting

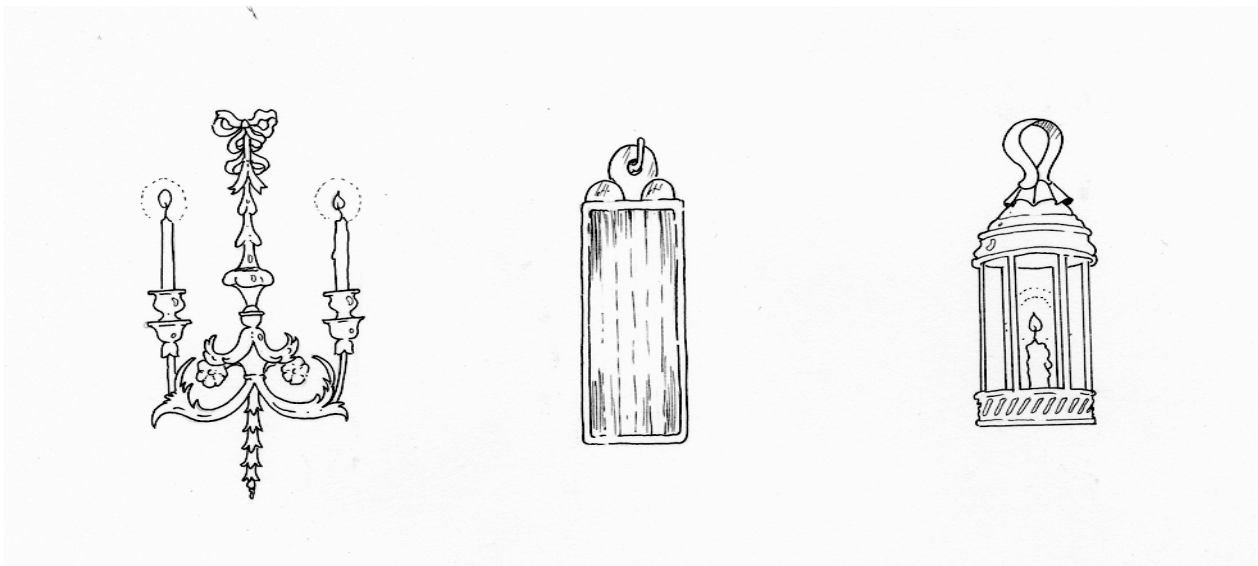
In the Georgian House, the family used expensive beeswax candles - while their servants had cheaper (and smelly) tallow candles. In some homes, they still used rushlights (particularly in the countryside, where they could make their own); others used cruisesies.

Tallow Candles

Tallow candles were made using a metal candle mould. A cotton wick was inserted into the mould and then melted animal fat (usually waste fat from cooking) was poured into it. The fat was left to set. Tallow candles dripped, smoked and gave off a bad smell - but were cheap and easy to make. They were kept in candle boxes so that rats, mice and cockroaches couldn't eat them.

Wax Candles

Candles made from beeswax were expensive, and so were used only for the best candles in wealthier households. Wax candles were not made in moulds because the wax contracts as it cools and it is difficult to remove from the mould. Instead, wax was poured over the wick and allowed to harden; more wax was then poured over to add another layer, which was repeated until the candle was the correct thickness. These would burn, and smell, much better than tallow candles. Wicks still needed trimming, but only every 5 minutes.



Wall sconce, candle box, lantern

Hygiene

In Georgian times, few houses had any piped water. The newest ones, in the late 18th century, might have piped cold water (such as Culzean Castle) – as long as there was a water source that could be used. Bathrooms, as we know them, didn't exist - though some people had very elaborate baths installed in their houses – or special bath houses built.



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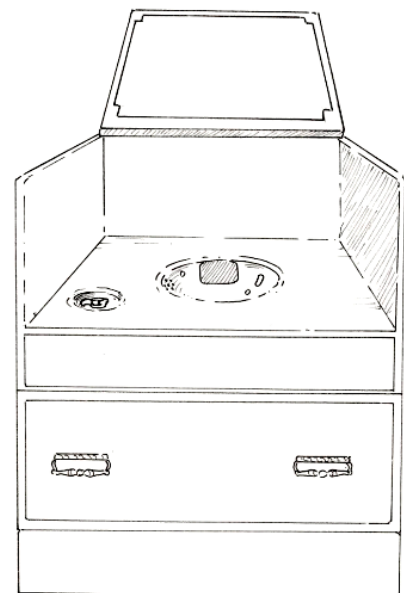
Hygiene continued

Some people believed that having a bath was bad for them or, particularly, that washing hair was quite dangerous, so they didn't do it very often. Hair could be dry cleaned by brushing it with, for example, oats or powder. When most people bathed, they used a wooden or metal bath placed in front of the fire and filled with jugs of hot water from the kitchen. At the Georgian House, servants carried the hot water upstairs and then, later, emptied the bath (using jugs).

Most people washed their hands and faces daily, using a washstand. Some women thought water should not touch their faces. If you had servants, they could bring warm water to your room but people often washed in cold water. White toilet soap was available in Edinburgh but many ladies preferred wash balls, made from a mixture of powdered rice, flour, starch, white lead and orris root. In the 19th century, washing became fashionable.

Teeth were cleaned using fine charcoal or Peruvian bark with a dry brush or lukewarm water. Some mouthwashes used acids or honey. Dentistry for most people meant the removal of bad teeth, carried out by apothecaries – or any workman with pincers. Some blacksmiths would remove bad teeth. There was no strong anaesthetic so this would have been very painful. By the late 18th century, rich people could buy sets of false teeth – or have a false tooth fixed into their mouth. A poor person might sell a good tooth for transplantation. Both the rich and poor person had a tooth taken out at the same time – but then the good tooth was put straight into the gum of the rich patient. With luck, the gum closed round the tooth after some days.

There were very few plumbed-in toilets in 1811. Instead people used chamber pots, which were emptied and cleaned by the servants. The contents of the chamber pots were stored outside the house, along with other household waste, and collected at night by scavengers or nightsoilmen employed by the town council. The Georgian House has a flushing commode – the contents went into a 'receiver', beneath the toilet bowl, for servants to empty.



Flushing commode



2.8 Children

Clothing

Children wore quite simple clothes (at one time, rich children wore the same as their parents) until they were around 14 years old. Girls wore simple long muslin or cotton dresses with a shawl or fichu (small shawl). Beneath their dresses, they wore one or two petticoats, and stockings that were held up above the knee by garters. They did not need to cover their hair but often wore pretty hats. They wore their hair long.

Up to the age of 4 - 6 years old, boys wore long dresses like their sisters until they were 'breeched'. (Some moved on to all-in-one skeleton suits before this.) They often had long hair then, too. Older boys wore pantaloons, with stockings and garters - plus linen shirts, with wool or cotton waistcoats and jackets.

Up to 1795, older girls wore corsets beneath elaborate costumes. These gradually changed their bodies (pulling in their waists). However, from around 1795 to 1825, the simpler Empire dress was all the rage: thin muslin dresses with high waists and long loose skirts that flowed around the body.

By 1800, older boys and men wore close-fitting pantaloons or trousers, linen shirts and cravats, cut-away coats with long tails, and leather boots. They might wear simple shoes for indoors. Frills and lace were out of fashion – wealthy men's clothes were now much simpler but cut impeccably.

Children's Food

In wealthy households children did not eat with their parents, instead they ate in the nursery. They might be served the same food as their parents, or have something simpler, such as chicken, fish, eggs. They would sometimes join their parents for afternoon tea in the parlour – the only other room in the house that they were allowed to enter.

Sugar was expensive so sweet foods were given to children only as a treat. Sugar plums, sugar candy and sugared almonds were kept for special occasions. Chocolate was not made into bars until the end of the 18th century, and was very expensive. Gingerbread, made into the shape of people, animals and toys was a popular treat, and could be bought from shops in Edinburgh.

Most children drank tea, wine or small beer, made from the second brewing of hops and so not as strong as beer. Water and milk were unhealthy and could carry diseases.



Education

Wealthy children were taught by a governess or tutor. When boys were old enough they could go away to boarding school or, in Edinburgh, they attended the Royal High School. Schools were very strict, and until the mid-18th century boys were expected to speak Latin, and would spend a lot of time on religious instruction. Boys worked long hours and could be flogged if they forgot the catechism, spoke Scots, swore or were caught playing dice.



At the age of 12 or 13 boys went to the university. The first few years of their education focussed on the 'arts' – subjects such as Latin, Greek and history, but they also learnt mathematics. Many students then specialised and studied law, medicine or to become ministers.

Girls were taught at home by their mother, or a governess or older siblings. They learnt reading and writing, arithmetic and French. They were also expected to sew, play a musical instrument and dance – all with a view to marrying well and having the skills to entertain and run a household (including supervising the servants).

In 1696 a new Education Act had been passed which was to ensure all children could read and write. A special society was created in order to run schools in the

Highlands so that Gaelic-speaking children also learned English. During the 18th century onwards, towns had Burgh schools, some of which attained very high standards. The Burgh schools were attended by a mixture of rich and poor children. The teachers were paid badly, but could make up their wages by accepting gifts of money from the children at Candlemas.

Children in rural areas might attend a parish school. Attendance could be a problem since children often helped their parents on the farms. Standards and facilities varied a great deal. By the 19th century, education was improving for all children.



Childhood Illness

The main childhood illnesses, at the end of the 18th century and beginning of the 19th century, were the common infectious diseases:

- smallpox
- measles
- scarlet fever
- whooping cough (or chincough)
- diphtheria
- croup
- enteritis
- respiratory diseases
- tuberculosis

Until the end of the 18th century smallpox was the most fatal childhood disease. Measles became more dominant in the first two decades of the 19th century, with whooping cough close behind.

Children from poorer families suffered more from these illnesses than children from richer families. Poorer children were also more likely to die from these illnesses than children from wealthier families. This was for two main reasons: the difference in living conditions and the difference in diet.

At this time poor families mostly lived in the Old Town of Edinburgh, whilst wealthy families were moving out of the Old Town and living in the New Town. Houses in both parts of the city did not have water piped into the house or flushing toilets connected to a sewer system. This caused problems of cleanliness (even wealthy Georgians disliked taking baths!) and waste disposal, and encouraged the spread of disease in both parts of the city.

However, the wide streets and large houses of the New Town, with large rooms and lots of windows to provide light and air, helped to improve conditions. In contrast, the high tenements and narrow closes in the Old Town produced cramped and overcrowded conditions, blocking out light and air. Diseases, or rather the germs that caused them, thrived in dirty and overcrowded conditions.

Poor diet or simply lack of food among poorer families meant that they were more prone to diseases, and less likely to recover from them. Richer children would have had more, and better, food to eat.

Children's Pastimes

Children played games and were encouraged to read. During the 18th century there was an increase in books that were specially written for children. Many books were designed to teach spelling, reading, maths and history – but by the late 18th century storybooks for children were being written, although the storyline usually had a moral or encouraged good behaviour! Children from rich families might own 10 to 20 books.



Children's Pastimes continued

There were a number of toys available for children from wealthy families at this time. Jigsaws first came from France in 1790, as did the rocking horse. Dolls were made of wax, cloth or wood with painted features, some had moveable joints and usually they were elaborately dressed. Dolls houses were introduced at this time, and were called 'baby houses'. Cut-out paper dolls and dolls houses were also popular, which children would colour in and construct. Boys would play with toy guns, bow and arrows and two-dimensional soldiers made of paper, tin or wood. Marbles and cards were popular games. Other toys included kites, whips and tops, and hoops and sticks.

Children were kept indoors in the winter to prevent illness, but in the summer they went outside to play sports. They would also go walking and attend public events with their parents.



Children's games



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2.9 A Day in the Life of the Georgian House - 1811

The Kitchen, 5.00am – 8.00am

All is dark. The gardens in the centre of Charlotte Square are in shadow. The kitchen servants begin to rise from their assortment of beds to start the day's work. Only the North and West sides of the square are built, the rest of the buildings are in progress. The refuse collectors are collecting all the rubbish along the row of houses. Apart from their voices, and the sound of the horses' hooves on the cobbled streets, all is silent in the Square where already there is a promise of a sunny autumn day.

Downstairs, below street level at Number 7, the servants are preparing for the busy day ahead. Janet, aged 14, has been employed by the household for just two weeks. She's not used to sleeping on the stone flags under the kitchen table. She gives a big yawn as she stretches her arms wide.

"Aye, Janet" says Jessie the cook, "Ye must get used tae the early hours, lass, if ye're tae be ony guid ataw. A thocht ye'd hae been acquaintid wi' hard work by noo, wi' yer folks in the Bothy Tavern an' a'. Come awa' tae the stove then an' gie yersel' a wee bit o' a warm. A'm jist awa' tae gie it a clean oot an' light the fire again fir the cookin', so gie yersel' a heat up afore a start. The scaffies'll be here in a wink an' we've a' the rubbish tae cairry up the stairs tae the front, an' me no' yet touched the cinders...."

Margaret Gillespie, the housemaid, appears and checks her box of brushes, black lead and leathers. As she does so, Geordie Cantlay, butler, valet and man of all trades, enters laden with two creels of coal.

"That's jist rare, Geordie," says Jessie, "jist pit it doon under the table. Ye could maybe fill yon copper urn there fir me fae the pump, an' a'll get some water on tae boil."

Janet lifts the big iron pot from the crook. She measures out some oatmeal for porridge, from the meal barrel, using a wooden scoop. This will be the servant's breakfast. But they need to do some work first. Geordie pumps some cold water, from the hand pump, into the stone sink and has a quick wash while Jessie lights the stove fire. Janet sweeps and washes the flag stone floor and Margaret goes upstairs to lay fires and clean the day rooms. Geordie will fill the coal scuttles.

"We've a busy time," says Geordie, "We've got this grand denner party the Lamonts are haein' the nicht!"



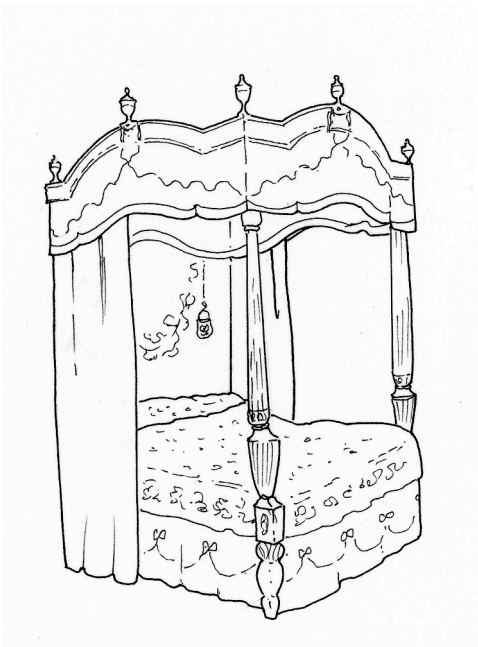
The Family Rooms

But what are the family doing today?

The Lamonts rise at 8am and have breakfast of porridge, smoked herring, eggs, toast and butter. The food has been prepared for them by the servants. Mr Lamont then goes to his office while Mrs Lamont goes shopping for new ribbons with her elder daughter. Meanwhile, her grand-daughter stays at home and has her lessons with the governess. Mrs Lamont has a light lunch and spends the afternoon relaxing in the parlour, reading and sewing. Mr Lamont joins her after lunch and reads the week's edition of the Glasgow Chronicle, with his spectacles balanced on his nose.

At 3.30pm, some of Mrs Lamont's friends arrive to take tea. Geordie brings in a tray laden with delicate Minton cups and saucers, and also dishes of pancakes and gingerbread biscuits, freshly baked by Jessie. Margaret brings the boiling water for the tea urn, so Mrs Lamont can make tea. Tea leaves are very expensive so they are kept in the parlour, in a special caddy with a lock. Mrs Lamont has the key. Geordie stokes the fire to ensure that the room is nice and cosy. Mr Lamont decides to leave his wife with her friends, and goes to meet his own friends at a local coffee house. As he descends the stairs, he hears the barrel organ playing. His wife loves to hear all the Scottish tunes.

Just after 5pm, Mrs Lamont goes to her bedroom to get dressed for the dinner party. She puts on her new, fashionable dress which is high-waisted and made of thin white muslin. The material is so thin that she decides to wear three petticoats beneath it! (The other day, she was shocked to see her younger daughter wearing a very transparent gown with only one thin petticoat.) Margaret doubles up as a lady's maid so she helps Mrs Lamont to dress. She hands her the blue cashmere shawl with its Paisley pattern borders. The pattern is all the rage.



Margaret lights the wax candle in the silver candlestick and sets it on the dressing table. Mrs Lamont was once a handsome woman, small and plump with thick hair - but now her hair is grey and kept concealed under a large white mob cap, as is the custom with older women.

Now Janet appears. She removes the chamber pot from its cupboard and takes it away to be washed out. Janet loves this room. It has an elegant four-poster bed with cream drapes, and matching golden wallpaper. Everything here is so different from downstairs (where the kitchen walls are painted a cold blue to keep away the flies).

As Mr Lamont arrives, Margaret drops a quick curtsy, lifts the china jug (used to carry hot water upstairs) and leaves the room. Geordie will help him get dressed in an embroidered waistcoat, fine jacket and black pantaloons.

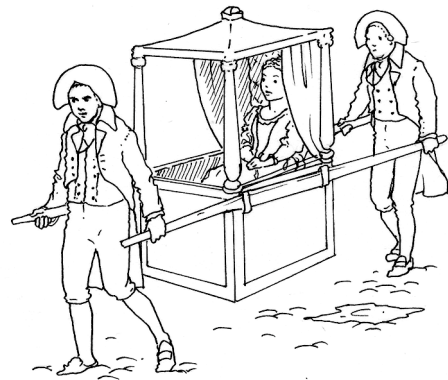


Preparing for the Dinner Party

Before the guests arrive, Janet gives the bedrooms on the upper floor a final check. This is where the adult Lamont children and their spouses stay whenever they are in Edinburgh but, today, Janet has prepared them for some of Mr and Mrs Lamont's friends. On the top floor are the nurseries, now used by the Lamonts' visiting grandchildren. Janet checks that everything is as it should be. Some of the toys have been left on the floor - there's a china doll, a small drum, some lead soldiers and a kite.

In the entrance hall, Geordie stands dressed for the occasion, ready to help guests as they arrive in their coaches – or in a sedan chair.

He has already checked that wine, ale, spirits and water are ready on the dining room sideboard. The coolers (for washing the glasses between different wines) are in place on the table. The table has been covered with a fine linen cloth and laid with the best cutlery and beautiful blue-and-white plates. (Janet used a plate bucket to carry them up from the china room.) As Jessie rings the five-minute bell, Margaret, Geordie and Janet lined up to await the appearance of the master and mistress and their guests.



The Dinner Party

By six o'clock, the guests are taking their places. The room is well lit with many candles. When they are all seated, Geordie brings in the broth soup. Mr and Mrs Lamont are very fashionable and now have several courses of food. The soup is followed by a fish and meat courses, and a salad.

The food is good and the company, lively. Mrs Lamont converses with the artist, Mr Raeburn, while Mr Lamont listens to Miss Ferrier. The Lamonts spend less time over dinner than when they first came from their old home of Ardlamont. Everyone preserves part of their appetites for supper, a well-established Edinburgh custom.

They all finish their meal with a rice pudding, followed by cheese and fruit. Geordie carefully places small pieces of cheese on the lazy Susan and spins it around so each person can choose what they like. As the grandfather clock strikes 7pm, the guests compliment Mrs Lamont on her cook. The ladies then stand up and Mrs Lamont leads them upstairs to the drawing room. As is the custom, the gentlemen remain behind to drink a few glasses of port, enjoy a smoke, and make use of the pewter chamber pot which is kept in the sideboard for this purpose. Geordie also brings a punch bowl into the dining room, for the gentlemen.



The End of the Evening

Mrs Raeburn stops on the stairs to admire the prints and paintings which adorn the walls. Once in the big drawing room, the two older ladies take the seats by the fire. Mrs Fettes adjusts the fire screen to her own height – it will never do to emerge with a red complexion from the heat! Mrs Raeburn and Miss Ferrier promenade round the room, admiring the new decorations as they go, and congratulating Mrs Lamont on her good taste - before discussing the failing health of Mr Constable's wife, Mary.

The room is lit by the huge chandelier and the four candle sconces on the walls, while there is a glow from the fire. The atmosphere is heavy with the smell of scented wax candles and the perfume worn by the ladies.

Most of the chairs are set back from the centre of the room. When the gentlemen join the ladies, Geordie and Janet carry in small tables and set these beside the grouped chairs. Drinks are offered.

Miss Ferrier and Mr Constable immediately seat themselves on the long couch to talk about books. Miss Ferrier is writing her first novel and Mr Constable is a well known Old Town publisher. Mr Raeburn and Mrs Fettes admire the painting by Allan Ramsay above the fireplace.

After a while, Miss Ferrier, an accomplished pianist, is ushered to the piano. Everyone gathers to sing songs. Mr Lamont, with a twinkle in his eye, asks Miss Ferrier to play something light and amusing, while he asks his wife to dance. The couple are soon joined by Mr Raeburn and his wife. Mr Constable stands by the piano, a refilled glass in hand, and sings loudly, though rather out of tune!

Meanwhile, downstairs, the servants have had a quick evening meal. They were allowed to finish some of the dishes from the dining room but not the joints of meat. They are now washing up, and tidying the dining room. Janet hears laughter and merriment coming from the drawing room. How happy they all sound! And how her feet ache! But never mind. She only has to wash the dishes and finish clearing up the kitchen with Jessie, and then she can rest.

Margaret will turn down the beds and stoke the fires in the bedrooms. Geordie will make sure that the gentlemen are comfortable, while Margaret looks after Mrs Lamont and the other ladies. They will each retire to bed late that night.

It has been a long day for the servants but they are feeling pleased. The Lamonts' dinner party has been a great success.





The family carriage



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3.0 Classroom: Pre visit activities

3.1 Taking care of the Georgian House



Hello!

We're here to help you to get ready for your visit to the Georgian House with your class.

The Georgian House is a great place, it's full of things that people had way back in the Georgian times – do you know when that was? Well, the time we call 'Georgian' lasted from 1715 to 1830, and it is called 'Georgian' because each of the four Kings of this time were called George!

The Georgian House was built in 1796.
How long ago was that?

It wasyears ago.

Today, the Georgian House is owned by the National Trust for Scotland. The staff look after the house. The Trust lets people look around the house so that they can see what it was like to live in Georgian times.

There are lots of special things in the Georgian House, most of them are very old and cannot be replaced if they are broken or damaged. Some things are fragile. What does fragile mean?

Fragile means

Did you know that even when we think our hands are clean there is still dirt on them – they are always slightly greasy. Try putting your fingers on a mirror and then looking at the marks!



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In Georgian times, the butler wore white gloves so that his fingers did not leave fingerprints on the polished silver and glass, and the family only used their best china and furniture when they had visitors.

To make sure that things are not damaged today, staff from the National Trust for Scotland also wear gloves when they need to touch special objects. We no longer sit on the furniture because it is old and delicate.

By being careful today, you can make sure that people in the future will also enjoy a visit to the Georgian House.



Can you think of two things that visitors to the Georgian House should not do to make sure precious things are not damaged?

1.....

.....

2.....

.....

When you visit the Georgian House, a guide from the house will look after you. The guide knows where to go, and has lots of interesting things to tell you about the house. The guide will also tell you how keep safe.

How will you make sure that you don't miss important information?

I will

Well, we think you are ready for your visit to the Georgian House.

You will be our best visitors!

Have a great time!



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4.0 Classroom: Post visit activities (differentiated)



4.1 Classroom: Post visit activities

Georgian Life (Second Level)

My Visit to the Georgian House

Name..... Date.....

My Visit to the Georgian House

Food

When you were at the Georgian House you learnt about the types of food eaten in the Georgian period.

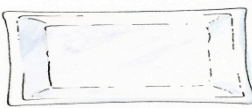
Can you sort the food below into 'Georgian Food' and 'Modern Food'? Some may be in both!

Chicken Soup
Cabbage
Cheese
Grapes
Ir'n Bru
Beef burgers
Carrots

Coca-cola
Smarties
Apples
Pheasant
Bread
Tea
Ice Cream

Potatoes
Nuts
Rabbit
Chips
Wine
Crisps
Beef

Marshmallows
Baked beans
Pizza
Jelly
Fish
Pork
Fish fingers



Modern Food



Georgian Food

Where did the servants go to buy food for the household?

Where do we buy food today?



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Cooking

When you were in the Georgian House you visited the kitchen. Use these words to complete the sentences below:

hot spit fat taps candles
oven stone bread coal heat

1. The cooking range is heated by burning
2. The kitchen gets and smoky when dinner is being cooked.
3. The from the fire turns the to roast the meat.
4. is baked in the
5. In the dark scullery, where the vegetables are washed and the dishes cleaned, the sink is made from and it has no
- 6....., which provided light for servants, were made from thewhich dripped from cooking meat.
7. The walls in the kitchen were blue. Which creature did the Georgians think that this colour would keep away? (Circle and name it.)



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Cooking (continued)

Below are some pictures of things used for cooking in the Georgian House. Write next to them what we *now use in a modern-day kitchen*.



Iron kettle to heat water on the coal-fired range.

Today we use.....



Copper pans for cooking.

Today we use.....



Pestle and Mortar to grind sugar, herbs and spices.

Today we use.....



Cooking range heated by coal.

Today we use.....

Can you think of any other things which are in your kitchen, but would not be in the Georgian kitchen?

What do most modern-day kitchen appliances need to be able to work?

Was this invented in Georgian times?



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Heating and Lighting

How was the Georgian House kept warm?

Who made sure that there was always coal available for the fires?

Where was the coal stored?

How is your home kept warm?

What did the family in the Georgian House use to see when it got dark?



What did the servants use?



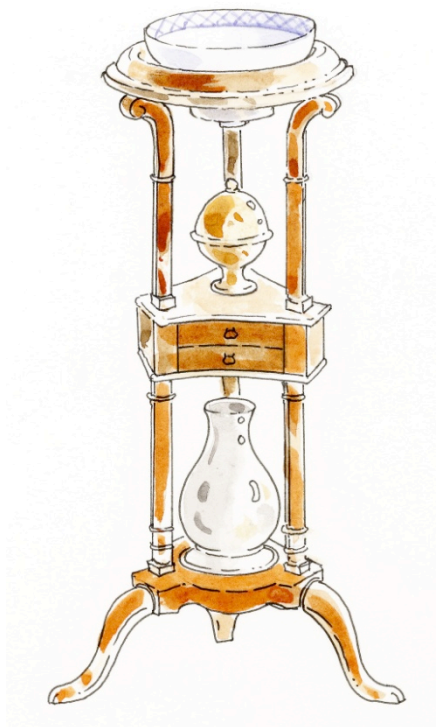
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Hygiene



What do you have in your home instead of these?

Which room are they in?

Does the Georgian House have one of these rooms?

Whose job was it to empty the chamber pot and wash water?

How was water supplied in Georgian times?



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Clothing

Below is a picture of the bedchamber in the Georgian House. Can you label where the Georgians kept their clothes?



Where do you keep your clothes at home?

Label the clothing on the photograph using the words below.

Waistcoat Mobcap Fichu Cravat Skirt



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Leisure Time

The family spent most of their leisure time in the Parlour. Can you unscramble the words below to reveal Georgian leisure activities which took place in the Parlour?

rpaswpnee

gnwesi

lnqliigu

pwihpnadto

rebrograanl

----- / ----- / -----

----- / -----

Compare Georgian leisure activities with your own by completing the table below. Tick those which apply.

| | Georgians | Me |
|----------------------|-----------|----|
| Reading | | |
| Drawing | | |
| Listening to music | | |
| Dancing | | |
| Writing Letters | | |
| Watching TV or DVDs | | |
| Needlework | | |
| Walking round inside | | |
| Playing football | | |
| Playing cards | | |
| Computer Games | | |
| Playing in the park | | |
| Singing | | |
| Reading | | |

If you lived in Georgian times, what would you miss doing most?

Why would you miss it?

Why would you not be able to do it?



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Music

Just like today, music was essential to parties in the Georgian House.

What musical instruments did you see at the Georgian House?



1.

2.

Do you play a musical instrument?

If yes, which one?

There was another source of music in the Georgian House.

Can you remember what this was called?

How did it work?



What sources of music do you have in your house?



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Your Visit

What did you like best about the Georgian House?

Choose something you liked in the Georgian House. Draw it in the box below.



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4.2 Classroom: Post visit activities

Trainee Servants (Second Level): Servants at the Georgian House



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Name..... Date.....

Servants at the Georgian House

The Dining Room

Dinner parties were an important social occasion for the family.



Can you sort out the roles of the Lamonts and their guests from those of the servants?
Circle the roles of the servants.

Carrying the plates to and from the kitchen

Making conversation

Emptying the chamber pot

Drinking lots of different wines

Polishing the silver

Lighting the candles

Setting the table correctly

Withdrawing upstairs

Eating off your knife

Why were 'dumb waiters' used to serve the dessert course at this time?



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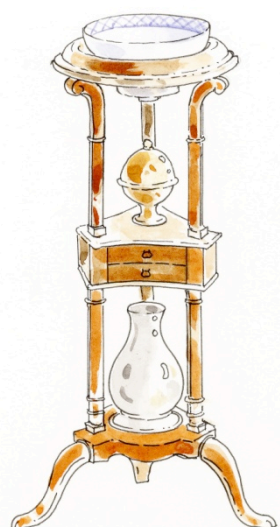
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The Bedchamber

Read the following statements and circle whether they are true or false.

1. Sweets were kept in the pockets above the pillows. T / F
2. When the family wanted to wash, water had to be heated in the kitchen and carried upstairs by the maid. T / F
3. The Georgians would have been rather dirty and smelly. T / F
4. Toilet waste was flushed into the sewers. T / F
5. Water was brought to the house every day by water 'caddies' (carriers). T / F
6. Central heating was used to heat the bedroom. T / F
7. The maid closed the shutters and curtains to keep the room warm. T / F
8. Doctors and medicines were free. T / F
9. The lady of the house was helped to dress by her maid T / F
10. Clothes were kept in a wardrobe T / F



This is called a

.....

It was used for

.....



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The Parlour

How was this room kept warm?

Who lit the fire in the morning?

Who made sure that there was always coal available for the fire?

Where was the coal stored?

What did the family in the Georgian House use to see when it got dark?

What were they made from?

What did the servants use?

What were they made from?

Which smelled the best?



The Parlour

Complete the sentences by using the words below.

kitchen servants handle sewing
children locked quilling cards
tea barrel organ parlour maid

1. The family spent most of their leisure time in the
2. Thehad very little leisure time as they spent long hours working.
3. Ladies in Georgian times enjoyed and
.....
4. The family would also enjoy playing or reading.
5. was expensive at this time, and Mrs Lamont kept itin a
special box or table.
6. Hot water for tea was heated on the range in the, and then
carried upstairs by the
7. were allowed to play in the parlour.
8. Music was provided by the
This worked by turning a at just the right speed.



The Drawing Room

The Drawing Room was only used when Mr and Mrs Lamont entertained friends in the evening. Such occasions were hard work for the servants.

Can you sort out the following tasks into those which were done before, during and after the party? (tick the correct box)

| | Before | During | After |
|--|--------|--------|-------|
| Close the shutters to keep out the light | | | |
| Serve drinks | | | |
| Cook food | | | |
| Take the covers off the chairs | | | |
| Wash up the glasses | | | |
| Serve food | | | |
| Light the candles | | | |
| Light the fire | | | |
| Open the shutters | | | |
| Bring fresh candles | | | |
| Polish the furniture | | | |
| Bring glasses and plates from the basement | | | |
| Put covers on the chairs | | | |
| Sweep the floor | | | |
| Greet guests | | | |
| Polish the mirrors | | | |
| Carry glasses and plates to the kitchen | | | |
| Polish glasses | | | |
| Help the family to dress | | | |

Which instruments were used to provide music to dance to?



1.

2.



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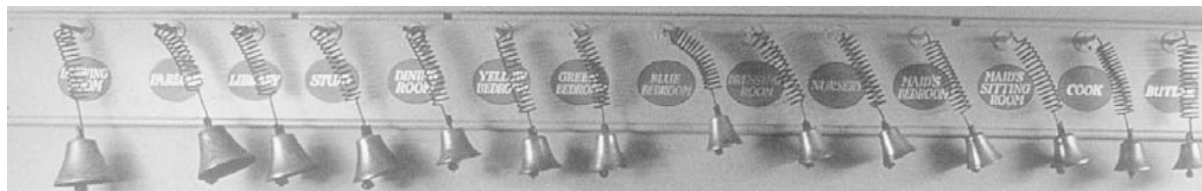
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The Basement

The servants worked very hard and were always listening for the sound of the bells. When a bell rang they would go upstairs quickly to find out what the family wanted.



How did the servants know which room to go to?

Which servants also had a bell?

1.

2.

Unscramble the words to give the servants rooms at basement level.

ckihnte

iewn clrael

ayldurn

pehseoksereu rmoo

nrssavet dngini romo

ncahi cslote

loac soter



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The Kitchen

Complete the following sentences using the words listed below.

table dishes coal public wells
temperature vegetables markets
copper scrubbing cook caddies

1. The kitchen maid worked with the in the kitchen.
2. She did a lot of the laborious jobs such as preparing vegetables,
..... floors and washing
3. pans were polished with lemon juice and sand.
4. Water was brought to the house by, and
stored in a tank at the back of the house. If water was running low
then the kitchen maid was sent to the
..... to fetch more.
5. The kitchen maid would go to localto
buy meat, and fruit.
6. The cooking range was fuelled by Small pieces
were used as these kept the constant.
7. Coal was kept in baskets under the



The Life of a Servant

When you were at the Georgian House you learnt about the work of servants in Georgian times.

Would you like to have been a servant in the Georgian House?

Why? (If you can, give 3 reasons)



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housemaid



kitchen maid



cook



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4.3 Classroom: Post visit activities

Houses and Homes (First Level):

The Georgian House

A Grand Home

Name..... Date.....

The Georgian House

Outside

Look at the picture of the Georgian House.
Think of your own home. Fill in the table below.
The list of words might help you.



| | The Georgian House | My House |
|--------------------------------|--------------------|----------|
| House built of | | |
| Number of windows at the front | | |
| Number of storeys high | 3 | |
| Roof made of | | |
| Front door made of | | |

stone

brick

slates

tiles

wood

plastic



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The Kitchen

Use these words to complete the sentences below:

hot *spit* *fat* *taps* *candles*
oven *stone* *bread* *coal* *heat*

1. The cooking range is heated by burning c _ _ _ .
2. The kitchen gets h _ _ and smoky when dinner is being cooked.
3. The h _ _ _ from the fire turns the s _ _ _ to roast the meat.
4. B _ _ _ _ is baked in the o _ _ _ .
5. In the dark scullery, where the vegetables are washed and the dishes cleaned, the sink is made from s _ _ _ _ and it has no t _ _ _ .
6. The servants had c _ _ _ _ _ _ for lights. They were made from the f _ _ which dripped from cooking meat.
7. The walls in the kitchen were blue to keep away which minibeast?



Cooking

Below are some things used in the Georgian House.
What do we use now?



Iron kettle to heat water on the range.

Today we use

.....



Copper pans for cooking.

Today we use

.....



Pestle and Mortar to grind sugar, herbs and spices.

Today we use

.....



Cooking range heated by coal.

Today we use

.....

Can you think of some other things which are in your kitchen - but would not be in the Georgian kitchen?

What do most modern kitchen appliances need to be able to work? Could you use this in Georgian times?



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The Dining Room

Look at the picture of the dining room table.

It is in the Georgian House.

Look at the words below.

Circle the words if you can see the things in the picture.



fork

knife

spoon

dinner plate

side plate

napkin

electric lamp

candlestick

candle

glass

cup & saucer

mug

salt cellar

tomato sauce

tablecloth

Which ones do you use at home (when you are having a meal)?

Tick the ones you have in your home.



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The Bedchamber

Where is the Bedchamber in the Georgian House? (tick)

Ground floor

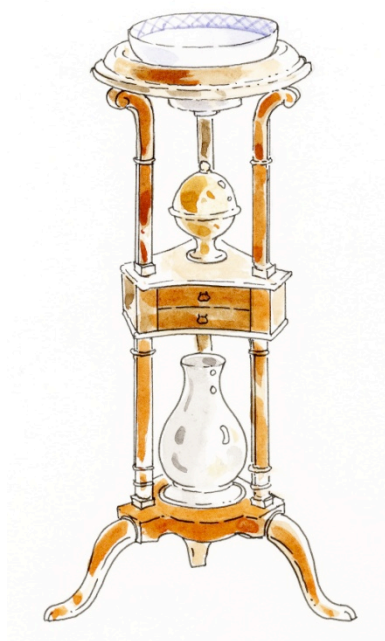
First floor

Basement

On which floor is your bedroom at home?

.....

You would have these two things in your bedroom in Georgian times.
Colour in the chamber pot and wash stand.
Now label them.



What do you have instead of these?

Which room are they in?



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The Bedchamber

What was the pocket for (on the bed)?

Where did the Georgians keep their clothes? (Draw an arrow)



Where do you keep your clothes at home?

Label these clothes using the words below:

Waistcoat Mobcap Fichu Cravat Skirt



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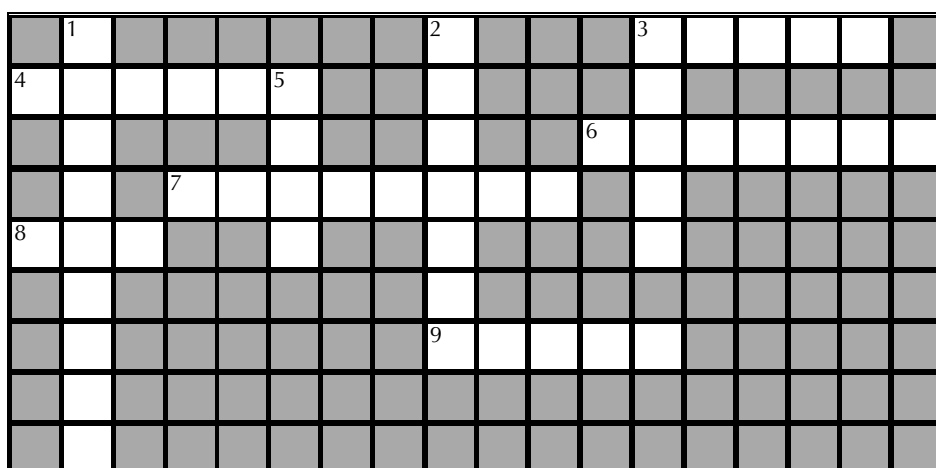
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The Drawing Room

The drawing room is very big and has expensive furniture. The family used it when they had a party. Lots of guests would dance while someone played the piano. When not in use, the room was closed. The servants covered the furniture and fastened the shutters. The family then used the parlour.



ACROSS

3. The family used it when they had a

4. They invited lots of.....

6. The family room was the

7. The servants closed the

8. The drawing room is very

9. Everyone would.....

DOWN

1. It has expensive

2. The furniture was

3. Music was played on the

5. When there were no guests,
the room was



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The Parlour

The parlour is where the family spent most of their leisure time.

Can you sort the pastimes? (Some may be in both lists!)



Make a shell box
Dance
Play cards
Eat cakes
Play the piano
Drink Ir'n Bru

Write letters
Play computer games
Listen to the barrel organ
Watch television
Play CDs or ipod
Send texts

Sew
Drink tea
Read
Eat sweets
Sing
Draw

| Georgian | Modern |
|----------|--------|
| | |



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Your Visit

What did you like best about your visit to the Georgian House?

Would you like to live in the Georgian House? Yes / No

Why?

What would you miss the most if you lived in Georgian times?



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Name.....

A Grand Home

Here is a picture of the Georgian House



Draw a picture of your home.



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Cooking

Below are some things used in the Georgian House.
What are they called? Fill in the blanks.

pestle and mortar kitchen range kettle copper pans



k _ _ _ _ _



c _ _ _ _ _

p _ _ _ _



p _ _ _ _ _

and

m _ _ _ _ _



k _ _ _ _ _

r _ _ _ _



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The Dining Room

This table is in the Georgian House

plate

candle

glass



fork

knife

spoon

Draw arrows to show where these things are.



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The Bedchamber

Can you label the bedchamber using these words:

bed cupboard door chair carpet picture



These are rich children's clothes.

Would you like to wear these clothes? yes / no



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The Drawing Room



party danced clothes fun piano

The family and guests d _ _ _ _ _ in the drawing room.

Someone played the p _ _ _ _ .

They had a p _ _ _ _ .

They wore their best c _ _ _ _ _ .

It was great f _ _ .



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The Parlour

The family spent a lot of time in the parlour.

If you lived then, what would you like to do? (circle)

sing

sleep

read

eat cakes

play cards

drink tea

write

sew

draw

play games

talk

My favourite pastime is

.....



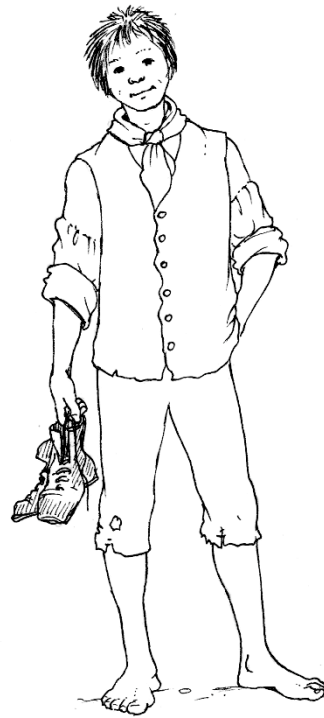
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Colour in the girl and boy



They are poor children. Can you draw two rich children?

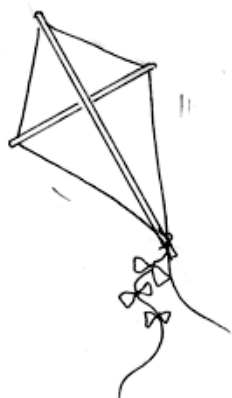


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Children's games



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5.0 Classroom: Word searches

5.1 The Georgian House: Clothes Wordsearch



Find these words, all connected with clothes and fashion around 1800:
(circle the words)

PETTICOAT
GLOVES
WAISTCOAT

DRESS
CRAVAT
MOBCAP

BOOTS
FRILLS
FICHU

BUTTONHOOK
SPECTACLES
POCKET WATCH

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| P | E | T | T | I | C | O | A | T | P | A | T |
| O | Y | F | R | V | E | D | R | E | S | S | S |
| C | H | P | S | L | O | V | B | J | Z | M | K |
| K | E | S | T | O | O | B | R | T | O | G | O |
| E | A | L | L | A | W | T | D | B | N | M | O |
| T | G | L | B | X | V | V | C | M | E | U | H |
| W | Q | I | R | J | P | A | B | F | G | I | N |
| A | Y | R | M | C | P | S | R | F | L | N | O |
| T | U | F | W | A | I | S | T | C | O | A | T |
| C | S | W | U | H | C | I | F | H | V | M | T |
| H | D | G | J | Y | R | T | C | D | E | L | U |
| S | E | L | C | A | T | C | E | P | S | M | B |



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5.2 The Georgian House: Clothes Wordsearch



Find these words, all connected with clothes and fashion around 1800:
(draw a line to connect the letters)

PETTICOAT
CRAVAT
BUTTONHOOK
POCKET WATCH
STOCKINGS
GARTER

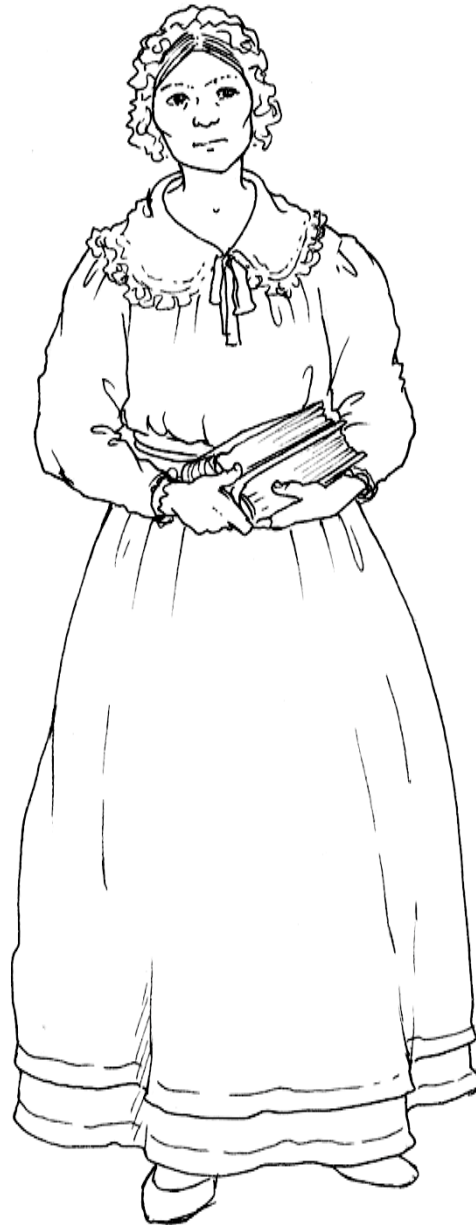
BREECHES
SPECTACLES
WAISTCOAT
SHOES
HAIRSTYLE
BOOTS

DRESS
FEATHERS
HAT
MAKEUP
SLIPPER
GLOVES

COAT
FRILLS
FICHU
SHIRT
CURLS

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| P | E | T | T | I | C | O | A | T | X | T | L |
| O | R | S | H | T | R | P | U | E | K | A | M |
| C | G | L | F | E | A | T | H | E | R | S | K |
| K | A | L | C | D | V | H | L | S | U | S | O |
| E | R | I | O | B | A | Y | B | T | H | G | O |
| T | T | R | A | V | T | R | V | O | C | N | H |
| W | E | F | T | S | E | S | E | O | I | I | N |
| A | R | D | R | E | S | S | H | B | F | K | O |
| T | C | I | C | U | R | L | S | I | Z | C | T |
| C | A | H | S | L | I | P | P | E | R | O | T |
| H | E | W | A | I | S | T | C | O | A | T | U |
| S | S | E | L | C | A | T | C | E | P | S | B |





Governess



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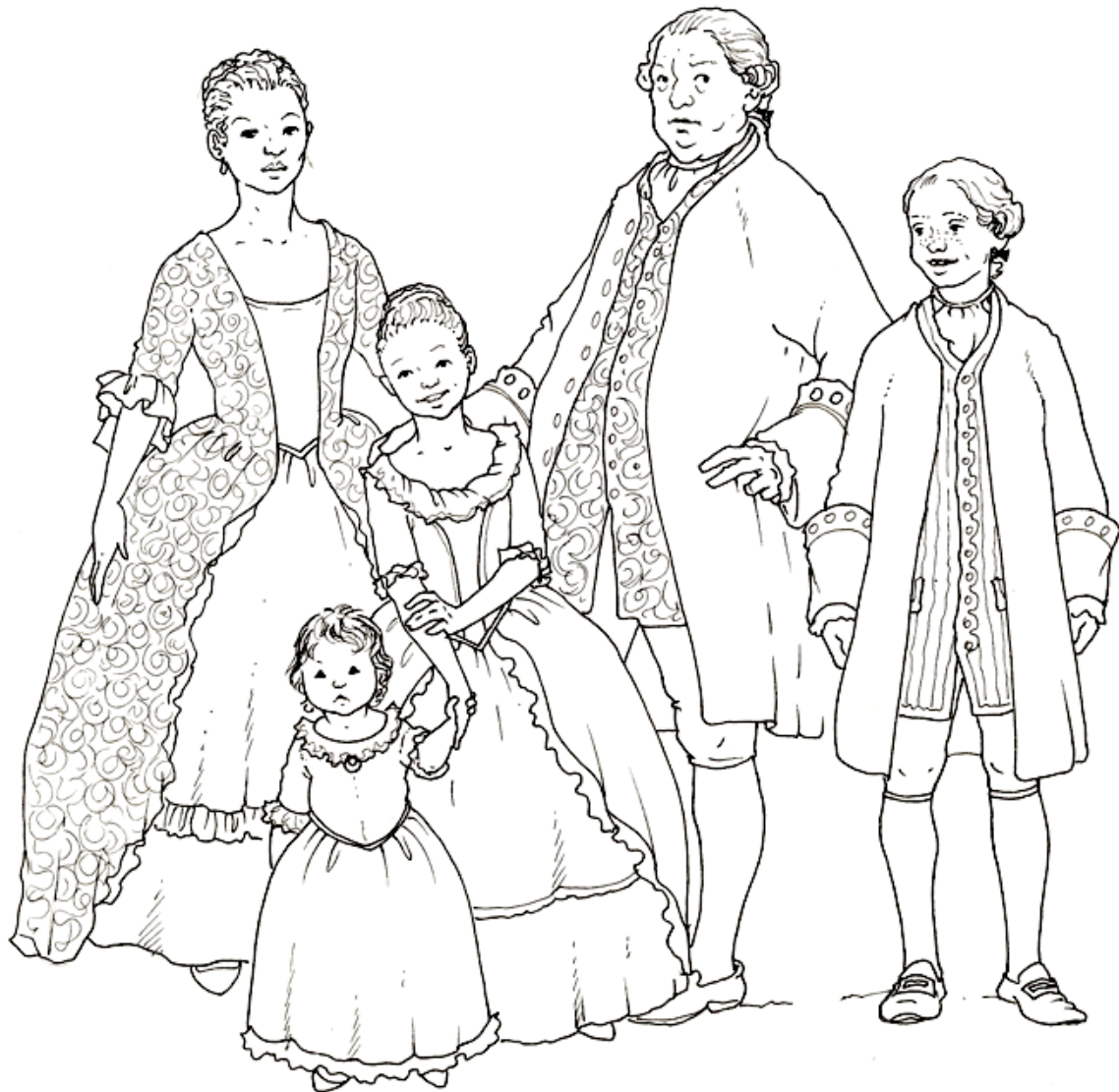
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6.0 Illustrations - Costume

6.0 Illustrations



Family 1760



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Lamont Family 1796

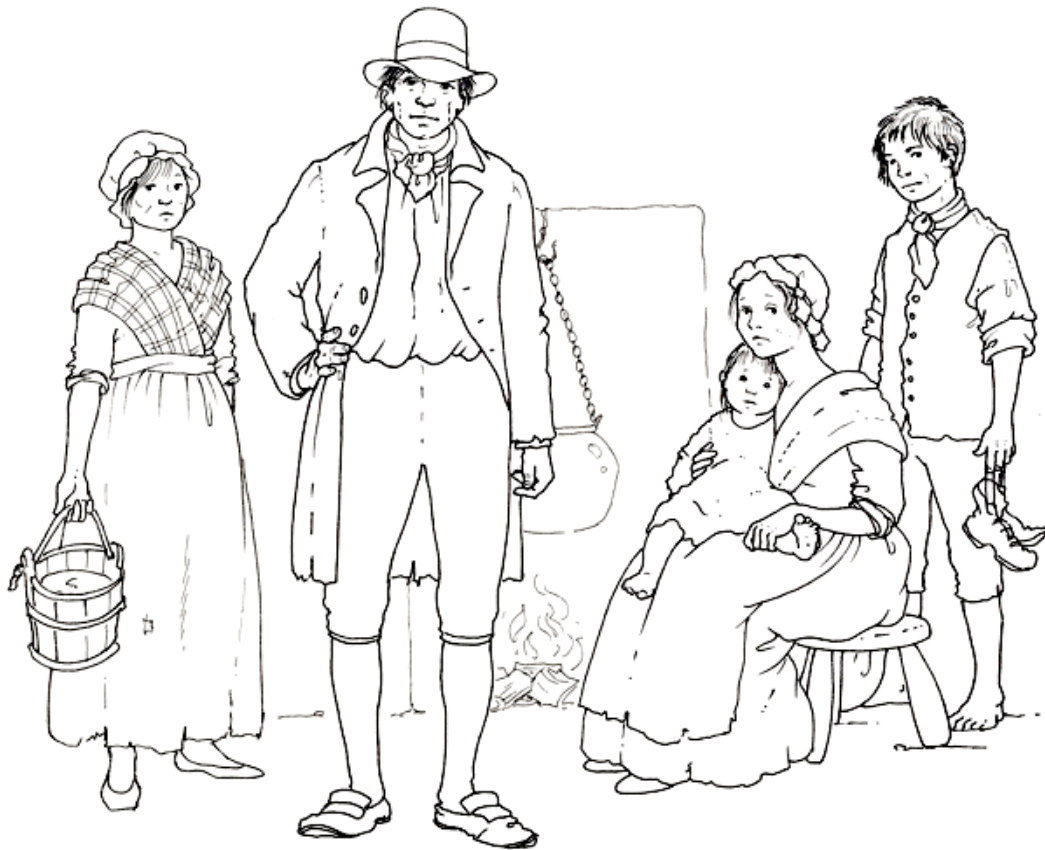


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Poor Family 1796

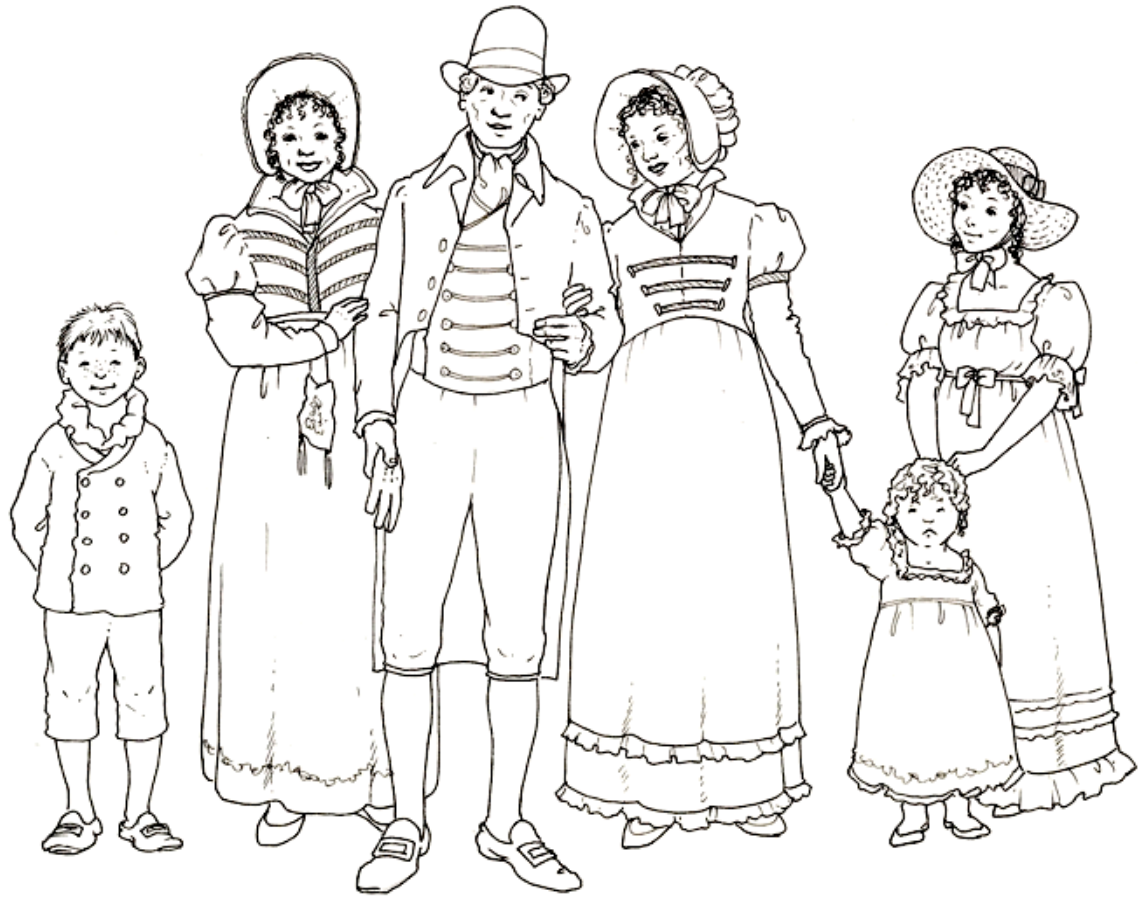


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Family 1820



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Butler, housekeeper, footman, cook



Scullery maid, kitchen maid, under housemaid (early morning)

Male servants were given higher wages than female servants. They were status symbols – only wealthy households had a butler or footmen.



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7.0 Glossary

7.0 Scots Glossary

| Scots | English | Scots | English |
|------------|-------------------|-------------------|------------------|
| a | I | guid | good |
| a' | all | hae | have |
| a'll | I will (I'll) | haein' | having |
| a'richt | alright | hame | home |
| ataw | at all | han' | hand |
| a'thing | everything | heid | head |
| aboot | about | hoo | how |
| aff | off | hoors | hours |
| ahint | behind | hoose | house |
| alang | along | ither | other |
| an' | and | jist | just |
| ane | own | ken | know |
| anither | another | lang | long |
| aroon' | around | lik | like |
| ataw | at all | ma | my |
| awa' | away | mair | more |
| awfae | awfully | mak | make |
| aye | yes | naethin' | nothing |
| bide | stay | nicht | night |
| bile | boil | nippit | cold |
| bitties | pieces | no' | not |
| bletherin' | talking, chatting | noo | now |
| brig | bridge | onythin' | anything |
| brocht | brought | oot | out |
| cairry | carry | ower | over |
| cam | come | richt | right |
| caul' | cold | roon' | around |
| caw | call | scaffy (scaffies) | refuse collector |
| dae | do | sma' | small |
| denner | dinner | tae | to |
| dinnae | don't | tak | take |
| disna | doesn't | tatties | potatoes |
| doon | down | the morn | tomorrow |
| fir | for | thocht | thought |
| fist | first | twà | two |
| gang | go | wha | who |
| gie | give | whit | what |
| gled | glad | wid | would |
| glesga | glasgow | wi' | with |
| goat | got | ye | you |
| flair | floor | yersel' | yourself |
| fower | four | yestere'en | yesterday |
| fu' | full | yin | one |
| gan' | going | yon | that |





8.0 Feedback sheet

8.0 The Georgian House: Feedback

School: (optional)

| INFORMATION | Yes | No | Comments |
|--|-----|----|----------|
| I received sufficient information before our visit to the Georgian House | | | |
| Our visit to the Georgian House met my requirements | | | |
| The visit met the requirements of the Curriculum for Excellence | | | |
| The tour and activities were aimed at the right learning level for my pupils | | | |
| The teacher's pack was/is useful. | | | |
| I have used/will use the differentiated activity sheets for my pupils | | | |

| ACTIVITY | Met the pupils' requirements and were of the following standard: (please tick) | | | | |
|--------------------------------------|--|-----------|------|------|---------------------------|
| | Excellent | Very good | Good | Okay | Did not meet requirements |
| Introduction | | | | | |
| Tour of house | | | | | |
| Activities | | | | | |
| Other? | | | | | |
| Any other comments about your visit? | | | | | |

Thank you for taking time to complete this form. Your feedback is very useful. Please return your form to: The Property Manager, The Georgian House, 7 Charlotte Square, Edinburgh EH2 4DR



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