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The Georgians

Teachers' Notes



The National Trust for Scotland – Scottish History Resource Pack



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About The Georgians Resource Pack

There are two elements to the pack:

1. Teachers' Notes

Practical information about visiting NTS sites and the curriculum

Historical information about the Georgians

NTS sites with Georgian connections

A set of activities for pupils (particularly for interactive lessons using whiteboards)

2. Folders of digital images

Using the pack

Teachers can:

Print the Teachers' Notes

Use the Pupils' Activities

Download the digital images and documents

Create lessons using the historical information and Image Folders

The Georgians Resource Pack was created by the NTS Learning Services Department.

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Practical Information



practical



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1.0 About 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 depends for its support on donations, legacies, grants and membership subscriptions.

Established in 1931, the Trust acts as a guardian of the nation's heritage of architectural, scenic and historic treasures. The NTS is not a government body. As an independent charity, it acts on behalf of everyone to safeguard our heritage.

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 visit our website:
www.nts.org.uk/Charity/Reports/Strategy-And-Performance/ – where you can read and download the NTS corporate plan, policies and principles.

Registered Scottish Charity Number SC 007410

1.1 NTS Membership

With NTS Educational Membership, your school will support the conservation of Scottish heritage.

There is an additional benefit of free entry to almost all Trust sites. Where there is an entry fee or a charge for a particular learning programme (to cover costs), these will be reduced for NTS educational members.

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. You can also go to the NTS website: www.nts.org.uk/Learn/Schools – or phone the National Trust for Scotland's central office and ask for the Membership Department.

1.2 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 free resources, can be found on the Trust website – www.nts.org.uk/Learn/Schools



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2.0 Visiting National Trust for Scotland Sites

Booking a School Visit

To book a school visit, please contact the NTS site directly.

Some sites have specialist learning staff, countryside rangers or education guides who offer learning programmes or guided walks. At smaller sites, visits may be teacher-led but staff will provide an introduction as well as information about the site.

Staff at all our sites are happy to tailor a visit to your pupils' requirements, whenever possible, so do discuss your requirements when booking.

School Programmes

The Georgians Teachers' Notes provide ideas for activities when visiting a Trust site. Some of our places have curriculum-based programmes that you may wish to book instead. In which case, these Teachers' Notes and the Image Folders can be used to complement your visit.

Risk Assessments

All sites will have their own risk assessments. However, teachers are responsible for creating their own risk assessment for their visit. Once you have made a booking, you are entitled to a free preliminary visit (even if you are not an NTS member). We strongly recommend that you familiarise yourself with the site before visiting with your group.

Advice Sheets for planning a visit to an NTS site can be found on the Learn website:
www.nts.org.uk/Learn/schools

Teachers' Information Sheets and Free Resources

Our Teachers' Information Sheets provide practical advice, contact details and information about activities for each Trust site. Go to: www.nts.org.uk/Learn/schools/sitespecific

We also offer a range of curriculum targeted Free Resources, designed to complement visits to Trust sites, at: www.nts.org.uk/Learn/schools/resources

Travel Subsidies

Scottish Government scheme: Due to the generous support of the Scottish Government, we are able to offer a transport subsidy to schools wishing to visit Robert Burns Birthplace Museum. Schools can claim 75% of their transport costs, up to a maximum of £250. Application forms can be downloaded at: www.nts.org.uk/Learn/schools/subsidy

Check the same Learn web page for travel subsidies to other NTS sites.

Advice

Our staff are happy to help you in any way they can. If you have a general query about school visits, please email the Learning Services office at learning@nts.org.uk



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3.0 Planning a Visit: 20 Point Checklist

Good planning is the key to a successful visit.

You should be clear about the purpose of your visit and ensure that your support staff and pupils are fully briefed about the intended learning outcomes.

Once you have decided on the appropriate NTS site for your course of study:

1. Book your school visit.
2. Ensure that the booked programme meets your needs.
3. Let NTS staff know if your group has additional needs. Programmes can be adapted to ensure an enjoyable learning experience for all your pupils.
4. Book a free planning visit.
5. Create an itinerary.
6. Create a risk assessment.
7. There should be at least one first aider on site, but you must also bring your own first aider and a school first aid kit.
8. Make sure that your bus company has agreed pick up and departure times, and is available/contactable during your visit should you need to leave early.
9. If you have booked an NTS learning programme or guided walk, try not to be late.
10. If lateness is unavoidable, do contact the site with an estimated arrival time so that new arrangements can be made.
11. If you are planning a self-led visit, please book in your group. This is for safety reasons (NTS staff should know that your pupils are on site).
12. Self-led groups should also book a parking space for a coach or minibus.
13. Your class will benefit from having some background knowledge about the site before their visit.
14. Your staff team and helpers should be fully briefed about the pupils in their charge.
15. They also need to be briefed about the booked programme. Discuss any activities before the visit takes place.
16. All staff and helpers should have a copy of the risk assessment.
17. It is essential that you pack for the weather. Please ensure that everyone in your party has suitable outdoor clothing.
18. Bring a packed lunch, snacks and warm or cold drinks, as appropriate.
19. For outdoor walks, there is a risk of ticks in places where deer pass through. Warn your pupils to avoid brushing through bracken, and cover the ground if they are to sit down.
20. Finally, have a great time!

Remember:

It is the responsibility of the teacher or group leader to manage their pupils' behaviour, and ensure that their pupils behave safely and respectfully at NTS sites.



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4.0 The Curriculum for Excellence

The Curriculum for Excellence aims to provide a coherent, flexible and enriched curriculum for pupils aged 3 to 18. It combines a totality of experiences for children and young people throughout their school education, wherever they are being educated.

The purpose of the curriculum is encapsulated in the four capacities: to enable pupils to be successful learners, confident individuals, responsible citizens and effective contributors.

Our school programmes aim to support the development of the four capacities. A visit to a National Trust for Scotland site encourages enjoyable learning while developing new skills and understanding.

A site visit takes learning beyond the classroom, offering teachers a broad range of learning opportunities. It allows their pupils to see the real thing (whether it is an historic building, a garden or the countryside) and to interact with or use primary sources. Core curriculum elements such as language and numeracy, and health and wellbeing, can be built into a visit. Different sites offer primary sources for Social Studies, Expressive Arts, the Sciences or Technologies.

More information about our policies (such as the Access, Enjoyment and Education Principles) can be found on the NTS website: www.nts.org.uk.



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The drawing room - Georgian House



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Historical Information



historical

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



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5.0 Georgian Timeline

Georgian Timeline

1707

Act of Union

On 1 May 1707 the Scottish and English parliaments each pass an Act of Parliament to simultaneously dissolve and form the new combined Parliament of the United Kingdom of Great Britain. This new parliament will sit at the Palace of Westminster, the home of the old English one. The Union of the Parliaments is not universally popular in Scotland; however, it opens up the English colonial markets to Scottish trade, resulting in an upturn in trade and economic growth.

1714

George I
becomes king

Queen Anne (daughter of King James VII/II) dies. Her cousin, George Louis, Elector of Hanover, becomes king of Britain and Ireland. He speaks no English. So begins the Georgian Era.

1715

Jacobite
Uprising and
the Battle of
Sheriffmuir

George I ousts the Earl of Mar from the premier position in Scotland. Mar retaliates and raises his standard for the House of Stuart against the Union of the Parliaments but is defeated at Sheriffmuir. James Stuart (also known as the Old Pretender or James VIII) who has been exiled in France, lands at Peterhead. He fails to rouse the demoralised Jacobite army who soon disperse.

1727

George II
becomes king

King George I dies and his son George, Prince of Wales, becomes King George II.

1728

Robert Adam
born in
Kirkcaldy, Fife
(1728–1792)

Robert Adam is the son of the successful architect, William Adam, and trains under him, along with his brothers John and James. Robert becomes one of the most fashionable architects and designers of the 18th century. Following a Grand Tour of Europe, when he employed artists to record neo-classical ruins, he sets up his own business in London in 1758. Robert creates his own unique style, combining elements of classical Roman design with Greek, Byzantine and baroque designs. The 'Adam Style' comes



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5.0 Georgian Timeline

Georgian Timeline continued

1728

to define fashionable Georgian Britain. Robert holds the post of Architect of the King's Works from 1761 to 1769. Later, he works mainly in Scotland.

He designs Culzean Castle, in his new 'castle style' between 1777 and 1792. It was completed a few years after his death. He also designed Charlotte Square, Edinburgh, where the Georgian House is situated.

1736

James Watt
born in
Greenock
(1736–1819)

James Watt, the son of a Greenock merchant, works in London as an instrument maker before returning to Scotland at the age of 20 to work at the University of Glasgow. In 1764, Watt is given a model of Newcomen's steam engine to repair. The Newcomen engine was used to pump water from mines, but Watt realises that it is extremely inefficient and designs a separate condensing chamber which prevents enormous losses of steam. Watt's patented adaption of the Newcomen engine of 1769 heralds the age of steam-powered machinery and sets the industrial revolution in motion.

1745–46

Last Jacobite
Uprising and
Battle of
Culloden

The last Jacobite Uprising is led by Charles Edward Stuart (also known as the Young Pretender or Bonnie Prince Charlie). Culloden is the final Jacobite battle – and the last battle ever fought on British soil. The Jacobite army is decimated. More than 1,000 Jacobites and around 300 Hanoverians are killed. Savage reprisals following the battle lead to many more Jacobites dying while others are transported or escape abroad. The new laws undermined the old Highland clan system. In other parts of Scotland though, particularly the merchants welcome a more peaceful time and look forward to new prosperity. (There is more detailed information in the Teachers' Notes on *The Jacobites*.)

The Culloden Visitor Centre, set beside Culloden Moor, brings the story of Charles Edward Stuart and the Battle of Culloden to life.



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5.0 Georgian Timeline

Georgian Timeline continued

1748

Death of
William Adam
(1689–1748)

William Adam had been the country's foremost architect. He designed the House of Dun (completed in 1730).

The Scottish Enlightenment

The Enlightenment (or Age of Reason) started in Europe at the end of the 17th century and grew during the 18th century. It was an intellectual movement based on exploring old and new ideas through reason, rather than simply accepting traditional beliefs

The Scottish Enlightenment is often described as Scotland's 'Golden Age'. (It is believed that the ideas generated during this time helped to shape the modern world.) It brings together outstanding figures in philosophy, medicine, engineering, science and the arts. It is characterised by influential thinkers such as the moral philosopher Francis Hutcheson, philosopher/historian David Hume, political economist Adam Smith, geologist James Hutton and sociologist Adam Ferguson. (Other famous Scots during this period included Robert Adam, artists Henry Raeburn and Alexander Nasmyth and, of course, Robert Burns.)

Newhailes has a close connection with the Scottish Enlightenment through its owner, the lawyer and historian Sir David Dalrymple (Lord Hailes), 1726–92.

1752

Proposals for
the extension of
Edinburgh
published.

By the early 18th century the Old Town of Edinburgh is seriously overcrowded with around 70,000 inhabitants (there are *c11,000 today*). In 1753 an Act of Parliament initiates the first of a series of Improvement Acts aimed at alleviating the squalid conditions. A New Town is planned, designed by the young architect, James Craig. It is to be a pioneering architectural project and the largest of its period anywhere in the world.

Edinburgh's New Town is a product of Scottish Enlightenment



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5.0 Georgian Timeline

Georgian Timeline continued

ideas of civic improvement. It is supported by and built on land owned by the Town Council. The New Town is designed to place Edinburgh at the forefront of Scottish economy and culture.

The Georgian House is built at this time (completed in 1796).

1756

Sir Henry Raeburn born in Stockbridge, Edinburgh (1756–1823)

Sir Henry Raeburn serves as portrait painter to King George IV in Scotland. His fine portraits record Georgian society. One of his most notable works is the portrait of the Reverend Robert Walker Skating on Duddingston Loch c1795.

Examples of Raeburn's works can be seen at several NTS sites, including the Georgian House in Edinburgh.

1757

Thomas Telford born in Westerkirk, Dumfriesshire (1757–1834)

The civil engineer, architect and stonemason Thomas Telford is one of the pioneers of the industrial revolution. Telford works in Edinburgh and London before becoming Surveyor of Public Works in Shropshire. One of Telford's most challenging projects is the building of the Caledonian Canal, linking 60 miles of freshwater lochs (Lochy, Oich and Ness), from Corpach, near Fort William, to Clachnaharry, near Inverness. Although beset with engineering and budgetary difficulties, the canal finally opens from sea to sea in 1822. In contrast, he also builds Dean Bridge in Edinburgh.

1759

Robert Burns born in Alloway, Ayrshire. (1759–1796)

(Burns died in Dumfries, aged 37)

Robert Burns is the son of tenant farmer William Burnes and Agnes Broun. The family move from their smallholding of New Gardens in Alloway (now known as Burns Cottage) when he is 7 years old. In 1775, aged 16, he spends a summer in Kirkoswald, learning the skills required to improve the family farm of Mount Oliphant. In 1780, with the family now living at Lochlea Farm, Burns and his friends form the Bachelors' Club in Tarbolton. This is a debating society with strict rules, and is in the spirit of the Enlightenment.

The NTS cares for Burns Cottage, as part of Robert Burns Birthplace Museum, as well as Souter Johnnie's Cottage in Kirkoswald and the Bachelors' Club in Tarbolton.



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5.0 Georgian Timeline

Georgian Timeline continued

1760

George III
becomes king

King George II dies and his grandson, George, Prince of Wales, becomes King George III (his father, Frederick, Prince of Wales had died in 1751).

1770s

Scottish trade in
tobacco, sugar
and cotton

Although the first cargo of Virginia tobacco reached the port of Glasgow in 1674, the Act of Union legitimises the Scottish import and export trade, allowing for expansion and growth. Glasgow's west coast location makes it perfectly placed to exploit these new opportunities. By the 1770s, Glasgow leads the British tobacco market, and its merchants or 'Tobacco Lords' grow very wealthy. However, this lucrative trade is destroyed by the American War of Independence. The American plantation owners are in debt to the Scottish merchants but the merchants are unable to collect the money owed to them. Glasgow tobacco fleets are also threatened by hostile action. Some Tobacco Lords lose the equivalent (today) of £millions. When peace finally comes, the independent United States begins sending tobacco direct to Europe, cutting out the Clyde ports entirely. Glasgow continues with its trade in sugar using the routes to the West Indies. After the American Declaration of Independence, Scotland also trades more in cotton.

Scotland and
the slave trade
during the
Georgian
period

The tobacco, sugar and cotton trades relies on enslaved people working on the plantations. The British trade in African men, women and children, taking them to the West Indies and North America. Some merchants are also involved in the triangular trade: ships take goods to West Africa, then slaves to the plantations, and return to Britain with tobacco, sugar, cotton and other commodities. Many people profit from the slave trade including Glasgow's Tobacco Lords. Becoming a slave master or plantation owner can be lucrative and some people emigrate to the West Indies to seek their fortune. (Others are there to escape persecution at home or have been indentured.) In 1817, almost a third of the plantations in Jamaica are owned by Scots. William Dickson of Moffat is a leading Scottish abolitionist, as are the Reverend Walker (of Raeburn's painting) and the artist Allan Ramsay.



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5.0 Georgian Timeline

Georgian Timeline continued

The slave trade is stopped in 1807. In 1833, slavery is finally abolished in the British colonies.

For more information, go to the Learn website for Teachers' Notes on *Scotland and the Slave Trade*:

www.nts.org.uk/learn/downloads/Scotland%20and%20the%20SlaveTrade.pdf

1771

Sir Walter Scott
born in
Edinburgh
(1771–1832)

Sir Walter Scott publishes his first novel *Waverley* (about the 1745–46 Jacobite Uprising) in 1814. He also sets up a commission to trace the Honours of Scotland which had gone missing many years before. In 1818, after petitioning the Prince Regent, a sealed room at Edinburgh Castle is opened up. Here they find a chest containing the crown, sceptre and sword of state. The Honours of Scotland are the oldest surviving crown jewels in Europe, and a symbol of Scottish independence. (They are displayed at Edinburgh Castle.)

1775–83

American War of
Independence

The War of Independence begins in the thirteen colonies of North America. Britain formally recognises the independence of these original American states in 1783 when the Treaty of Paris is signed by David Hartley (representing King George III) and by the American Treaty Delegation.

1789–99

Revolution in
France

The French Revolution has a profound effect on modern history. In Scotland, revolution in France and America encourages the poorer members of society to engage in politics. Members of the wealthier classes, fearing radical attacks on the aristocracy, begin to re-think the social system a little. At the same time, volunteer regiments are created to protect property owners.



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5.0 Georgian Timeline

Georgian Timeline continued

1792

'The Year of the Sheep'
The Highland clearances and emigration

The clearances change the cultural landscape of Highland Scotland. They begin in the 1780s and continue for nearly 70 years, turning the Highlands into one of the most sparsely populated areas in Europe. Tenants are 'cleared' from their farms and homes as estate owners move from arable and mixed farming to profitable sheep farming. The clearances devastate clan society and Gaelic culture, as 'surplus tenants' are forced to relocate to the towns, or to emigrate. (Glasgow's population grows from 30,000 people in the 1770s to around 200,000 by the 1830s.) The first mass emigration is in 1792 and becomes known as 'The Year of the Sheep'; most of the cleared clans people go to live in Canada or the Carolinas in America. Many Scots also leave for New Zealand and Australia.

1801

Act of Union
between Great
Britain and
Ireland

The Act of Union of 1800 comes into effect on 1st January 1801, uniting the kingdoms of Great Britain and of Ireland into the United Kingdom of Great Britain and Ireland.

1803–15

Napoleonic
Wars
and Battle of
Waterloo

The rise of Napoleon across Europe threatens the whole of Britain. Volunteer regiments are trained in case of an invasion. In 1815, Napoleon I of France is defeated by the Duke of Wellington at the Battle of Waterloo.

At Culzean Castle, cannons are bought and a battery created. The cannons point out to sea to protect the castle. The Earl of Cassillis (later 1st Marquess of Ailsa) establishes a volunteer yeomanry which later becomes the Ayrshire Yeomanry.



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5.0 Georgian Timeline

Georgian Timeline continued

1811

The Regency
period begins

George, Prince of Wales, begins his nine-year period as the regent for George III. He becomes known as George, Prince Regent.

1811

Jane Austen's
first novel
(1775–1817)

Jane Austen's first novel *Sense and Sensibility* is published. Austen's books provide a social commentary on women's lives in Georgian times. She dies aged 41.

1820

George IV
becomes king

King George III dies and his son the Prince Regent becomes King George IV.

Charlotte Square is finished, bringing Edinburgh New Town to full completion after 50 years of building work.

1830

William IV
becomes king

King George IV dies. His brother William, Duke of Clarence, becomes King William IV.

1833

Slavery
abolished in the
British colonies

The Slavery Abolition Act is passed through the influence of William Wilberforce and the Evangelical movement.

1837

William IV dies

End of the
Georgian period

William IV dies, ending the Georgian era. He is succeeded by his niece Victoria (who is the last member of the House of Hanover).

Victoria marries her cousin Prince Albert of Saxe-Coburg and Gotha in 1840. When their son succeeds to the throne as King Edward VII, in 1901, the House of Saxe-Coburg and Gotha gain the British throne. However, all British monarchs since Charles I onwards are also descended from King James VI/I and the Stuarts.



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6.0 National Trust for Scotland places: where to investigate Georgian history

House of Dun, Angus (1730)



Georgian Themes

Life in an 18th-century country house

Servants and the gentry

A Georgian childhood

The Hutchison art collection

The work of William Adam at the House of Dun

NTS site

House of Dun

The House of Dun is a fine Georgian house overlooking the Montrose Basin.

It was designed by William Adam in 1730 for David Erskine, Lord Dun, a judge of the Scottish Court of Session.

Visitors can explore the lovely Georgian interiors, and the servants' rooms below stairs.

Information for schools

The school programme offers tours of the House of Dun led by NTS staff.

A day visit may combine a guided tour of the House of Dun (NTS staff-led) with a walk to the Montrose Basin Local Nature Reserve (teacher-led).

NTS staff have a flexible approach and are happy to adapt tours to your pupils' requirements (please arrange when booking).

Pupils may explore the grounds: courtyard, walled garden, historic sites and estate (teacher-led). A Trail map is available.

The House of Dun is 3 miles west of Montrose.



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6.0 National Trust for Scotland places: where to investigate Georgian history

House of Dun (1730) continued

Georgian Themes

NTS site

Information for schools

For information about planning a site visit, please go to the NTS Learn website: www.nts.org.uk/Learn/schools and www.nts.org.uk/Learn/schools/sitespecific

For more information and to book a visit contact:

Property Manager
House of Dun & Montrose Basin Nature Reserve
Montrose
DD10 9LQ
Telephone: 01674 810264
Email: houseofdun@nts.org.uk





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6.0 National Trust for Scotland places: where to investigate Georgian history

Newhailes, Musselburgh (1750)



Georgian Themes	NTS site	Information for schools
<p>Life in an 18th-century country house</p> <p>The Scottish Enlightenment</p> <p>Servants and the gentry</p> <p>18th-century landscape and interior design</p>	<p>Newhailes</p> <p>KEY LEARNING SITE FOR THE SCOTTISH ENLIGHTENMENT.</p> <p>Newhailes is an important example of a late 17th-century house (with impressive 18th-century additions) set within a designed landscape.</p> <p>Newhailes has some of the finest rococo interiors in Scotland, an excellent collection of 18th-century portraits and many beautifully preserved items of furniture and textiles.</p>	<p>NTS staff lead tours of the house, focusing on the Scottish Enlightenment and the lives of the family and the servants who lived there.</p> <p>In the stable block, the education room is used for school activities and educational events.</p> <p>House visits usually take place from Easter to September – special arrangements can sometimes be made for out of season visits.</p> <p>Schools may also book a day visit and include a ranger-led walk, or teachers can book to lead their own pupils in the grounds.</p>



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Newhailes (1750) continued

Georgian Themes

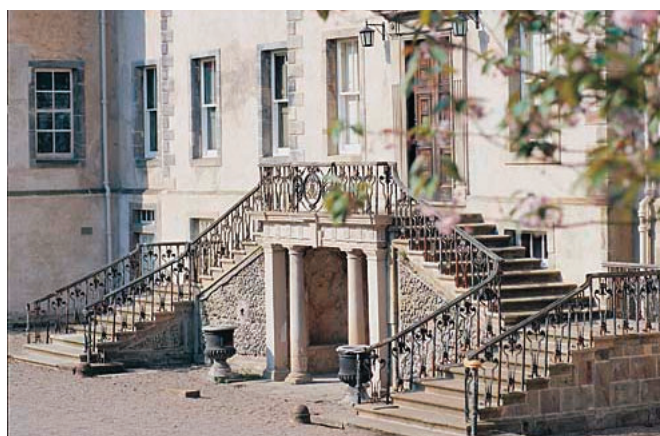
NTS site

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For information about planning a site visit, please go to the NTS Learn website: www.nts.org.uk/Learn/schools and www.nts.org.uk/Learn/schools/sitespecific

For more information and to book a visit, contact the Learning Officer for visits to the house. To book a ranger-led visit, please call the Ranger Office.

Address:
Newhailes
Newhailes Road
Musselburgh
East Lothian
EH21 6RY
Telephone:
Newhailes: 0131 653 5599
Learning Office: 0131 653 5591
Ranger Office: 0131 653 5595





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6.0 National Trust for Scotland places: where to investigate Georgian history

Culzean Castle & Country Park, Ayrshire (1774–1794)



Georgian Themes	NTS site	Information for schools
<p>Life in an 18th-century country house</p> <p>An understanding of 18th-century fashion, food, family and servants</p> <p>Robert Adam and his designs at Culzean</p>	<p>Culzean Castle & Country Park</p> <p>KEY GEORGIAN LEARNING SITE.</p> <p>During the 18th-century Culzean Castle was transformed from a relatively modest tower house into a neo-classical mansion. David Kennedy, the 10th Earl of Cassillis, commissioned Robert Adam to rebuild the castle between 1777 and 1792.</p>	<p>The Culzean learning team offers a wide range of activities linked to the curriculum.</p> <p>Tours on Georgian life are available in the castle.</p> <p>Culzean Castle & Country Park has its own annual schools brochure. Please contact the Reservations Secretary for a copy.</p> <p>Teachers' Notes, with detailed information and curriculum links, are sent to teachers when a booking is made.</p>



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6.0 National Trust for Scotland places: where to investigate Georgian history

Culzean Castle & Country Park (1774–1794) continued

Georgian Themes	NTS site	Information for schools
		<p>Culzean is 12 miles south of Ayr, 4 miles west of Maybole.</p> <p>For information about planning a site visit, please go to the NTS Learn website: www.nts.org.uk/Learn/schools and www.nts.org.uk/Learn/schools/sitespecific</p> <p>For more information and to book a visit contact: The Reservations Secretary Culzean Castle & Country Park Maybole Ayrshire KA19 8LE Telephone: 01655 884455 Schools Booking Office: 0131 653 5595 Email: culzeancountrypark@nts.org.uk</p>





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6.0 National Trust for Scotland places: where to investigate Georgian history

The Georgian House, Edinburgh (1796)



Georgian Themes	NTS site	Information for schools
<p>Georgian family and domestic life</p> <p>Edinburgh's Old and New Town</p> <p>Robert Adam and architecture in the 18th century</p> <p>The Scottish Enlightenment in Edinburgh</p>	<p>The Georgian House</p> <p>KEY GEORGIAN LEARNING SITE</p> <p>The Georgian House offers a glimpse into the lives of one of the first families to live in Edinburgh's Charlotte Square.</p> <p>The house re-creates the lifestyle of a wealthy family and their servants, and provides an insight into social and economic matters at one of the most fashionable 18th-century addresses in Edinburgh.</p>	<p>The school programme offers curriculum-linked tours of the house led by specially trained education guides.</p> <p>A range of tours is available for different age groups and Levels, all of which are based on different aspects of life in the house.</p> <p>Teachers may choose from several themes including the Lamont family and their servants or Georgian lifestyle. Younger pupils may compare life in the Georgian House to their lives today. Teachers' Notes are provided.</p> <p>For classes studying 'Old Edinburgh' or the 'Development of the City' there is also an introduction to the New Town and Charlotte Square.</p>



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The Georgians

Teachers' Notes

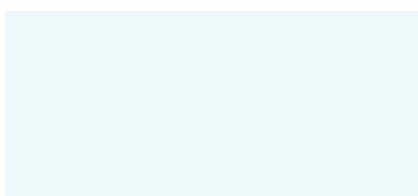
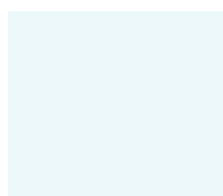
6.0 National Trust for Scotland places: where to investigate Georgian history

The Georgian House (1796) continued

Georgian Themes

NTS site

Information for schools



There are handling objects in many of the rooms, and primary school pupils dress in costume to tour the house.

School tours are available March to November every year.

Classes are split into groups. There should be a teacher/school helper with each group.

Teachers' Notes for the Georgian House are available on the Learn website (see below).

For information about planning a visit, and Teachers' Notes about the Georgian House, please go to the NTS Learn website: www.nts.org.uk/Learn/schools and www.nts.org.uk/Learn/schools/sitespecific

For more information and to book a visit, please contact:

The Property Manager

The Georgian House

7 Charlotte Square

Edinburgh

EH2 4DR

Telephone: 0131 225 2160

Email: thegeorgianhouse@nts.org.uk



The Georgians

Teachers' Notes

6.0 National Trust for Scotland places: where to investigate Georgian history

Robert Burns Birthplace Museum, Ayrshire (1759–96)



Georgian Themes	NTS site	Information for schools
<p>Robert Burns</p> <p>Robert Burns and poetry</p> <p>Georgian domestic life through Burns-related objects</p> <p>The social and political life of Robert Burns</p>	<p>Robert Burns Birthplace Museum</p> <p>KEY LEARNING SITE FOR ROBERT BURNS AND GEORGIAN LIFE</p> <p>The cottage was built by Robert Burns' father, William Burnes. Robert was born here in 1759 and lived at the cottage until he was seven years old.</p> <p>The museum houses a collection of Burns-related objects, and illustrates aspects of his life and poetry.</p>	<p>The RBBM learning team welcomes pupils from 3–18 years and at all learning Levels. All booked workshops are led by the learning staff.</p> <p>Primary schools may choose from a selection of curriculum-based workshops that explore key topics connected to Robert Burns and life during that period of time.</p> <p>There is a bespoke service for secondary schools. Please contact the learning team to discuss your requirements.</p> <p>Your pupils may also go on the RBBM trail (teacher-led) and visit the Auld Kirk, Brig o'Doon and Burns Monument.</p> <p>RBBM is open for school visits throughout the year.</p>



The Georgians

Teachers' Notes

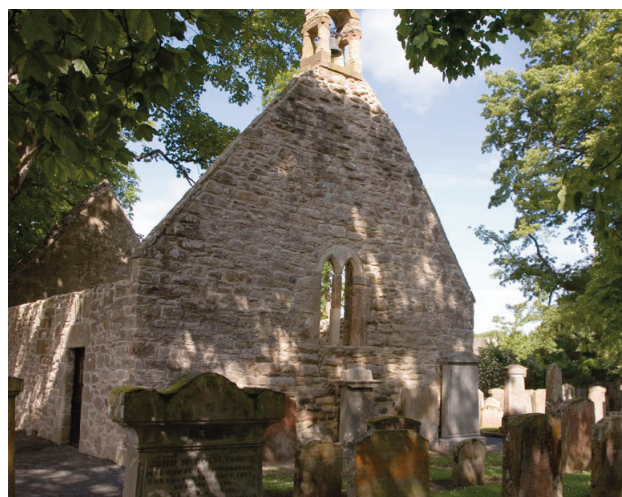
6.0 National Trust for Scotland places: where to investigate Georgian history

Robert Burns Cottage and Birthplace Museum (1759–96) continued

Georgian Themes	NTS site	Information for schools
	The museum display includes interactives.	<p>For details, please go to the RBBM website: www.burnsmuseum.org.uk</p> <p>For information about planning a site visit, please go to the NTS Learn website: www.nts.org.uk/Learn/schools and www.nts.org.uk/Learn/schools/sitespecific</p> <p>For more information and to book a visit, contact: The Learning Team Robert Burns Birthplace Museum Murdoch's Lone, Alloway KA7 4PQ Telephone: 01292 445700 Email: burns@nts.org.uk</p>



Burns' travelling writing kit





The Georgians

Teachers' Notes

6.0 National Trust for Scotland places: where to investigate Georgian history

Souter Johnnie's Cottage, Ayrshire (1775)

Robert Burns



Georgian Themes

The life and works of Robert Burns

Georgian domestic life

Agriculture and rural life in the 18th century

NTS site

Souter Johnnie's Cottage

In 1775, aged 16, Burns spent a summer in Kirkoswald, learning the skills required to help improve the family farm of Mount Oliphant (maths, surveying and mensuration). He stayed with his mother's brother and family.

Burns certainly would have met the souter John Davidson and his wife Anne at their home. Anne Gillespie looked after Burns' mother and siblings when their own mother died.

Information for schools

School visits are welcome.

The cottage displays a reconstructed shoemaker's workshop with Souter Johnnie's tools, as well as two rooms with period furniture. There's also a small collection of Robert Burns memorabilia.

Please discuss the needs of your group when booking.

Maximum capacity: groups can be divided into smaller groups – up to 20 inside, 20 in garden. Pupils may also visit the Auld Kirkyard.

The cottage is open from April to September on certain days. Please check when booking.



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6.0 National Trust for Scotland places: where to investigate Georgian history

Souter Johnnie's Cottage (1775) continued

Robert Burns

Georgian Themes

NTS site

Information for schools

Visit the restored 18th-century workshop and home built by John Davidson, immortalised as Souter Johnnie in *Tam o' Shanter*.

Souter Johnnie's cottage is situated in Kirkoswald on the A77 trunk road, a little over an hour's drive south-west of Glasgow.

For information about planning a site visit, please go to the NTS Learn website: www.nts.org.uk/Learn/schools and www.nts.org.uk/Learn/schools/sitespecific

For more information and to book a visit contact:

The Property Manager
Souter Johnnie's Cottage
Main Road
Kirkoswald
Ayrshire
KA19 8HY
Telephone: 01655 760603
Email: souterjohnnies@nts.org.uk





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6.0 National Trust for Scotland places: where to investigate Georgian history

Bachelors' Club, Ayrshire (1780)

Robert Burns



Georgian Themes

Robert Burns and the debating club

Social and political life of Robert Burns

Georgian life in a farming community

NTS site

Bachelors' Club (1780)

It was here in 1780 that Robert Burns and his friends formed a debating club. Burns also attended dancing lessons and was initiated into Freemasonry (in 1781), in this room.

The room is on the first floor.

Information for schools

Pre-booked school visits are welcome.

School visits last approximately one hour. The building is open from April to September. Limited opening hours. Please check when booking.

Bachelors' Club has been restored and shows how the building probably looked during Burns's time.

The lower floor, where alehouse owner John Richard and his family lived, re-creates a typical 18th-century domestic scene. There are period furnishings and household items.



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Teachers' Notes

6.0 National Trust for Scotland places: where to investigate Georgian history

Bachelors Club (1780) continued

Robert Burns

Georgian
Themes

NTS site

Information for schools

Bachelors' Club is in Tarbolton.
It is 10 miles from Kilmarnock (off the A77) and 7.5 miles from Ayr.

For information about planning a site visit, please go to the NTS Learn website: www.nts.org.uk/Learn/schools and www.nts.org.uk/Learn/schools/sitespecific

For more information and to book a visit, contact:

The Property Manager
Bachelors' Club
Sandgate Street
Tarbolton
Ayrshire
KA5 5RB
Telephone: 01292 541940





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The Georgians

Teachers' Notes



Georgian working family



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The Georgians

Teachers' Notes

Pupils' Activities



activities



The Georgians

Teachers' Notes

7.0 Pupils' Activities

7.1 Activity 1 – Life in a Georgian Home

Objectives:

- Investigate daily life for a wealthy Georgian family and their servants.
- Consider clothing, diet and lifestyles, and compare and contrast them with their own lives.

Older pupils will:

- Compare and contrast life for a wealthy family and servants and/or the lives of rich and poor Georgian boys and girls.

Curriculum for Excellence

Social Studies People, past events & societies

Literacy and English

Technologies ICT to enhance learning

Activity 1 – On site

- Consider the living arrangements of the family and, if possible, their servants. Investigate e.g. food, lighting, washing, keeping warm.
- Look for evidence of the diet eaten by the two social classes.
- Look for evidence of daily activity, (leisure pursuits, working life).



The Georgians

Teachers' Notes

7.0 Pupils' Activities

7.1 Activity 1 – Life in a Georgian Home continued

Activity 1 – In class

First Level

Download the images of the poor and wealthy Georgian families and the girls and boys onto the whiteboard. Use the **pen tool** and **split screen functions** to note the similarities and differences between the two sets of clothing. Compare Georgian clothes to modern clothes.

Download the images of the servants' rooms and the family rooms. Make a list of the items in the rooms. Ask pupils to **drag and drop** words from the list to label the items.

Sequence the images of the Georgian lady and gentleman for a 'Day in the Life'.

Give pupils a time template and ask them to write a simple sentence describing their day eg 7.00 – I get up, 7.30 – I have breakfast. Ask them to repeat this exercise for the rich Georgian lady and gentleman. Discuss the differences in lifestyle.

Consider the lives of rich and poor boys and girls in Georgian times.

Second & Third Levels

Use the images in the pack and the evidence gathered on site to discuss the similarities and differences between the lifestyle and living arrangements of the family and servants or the two social classes.

Download images of rooms. Pupils could use the **pen tool** to label the rooms shown and to describe who used the room and what happened there.

Ask pupils to research the lives of rich and poor children. Write a timed diary entry for a wealthy child and a poor child. Note the differences in the length of day and the opportunities for leisure in each schedule. Discuss which day they would prefer.

Pupils may wish to dramatise their diary entries, or to use the **microphone tool** to record their entries. They could use them as a soundtrack to a selection of images.



The Georgians

Teachers' Notes

7.0 Pupils' Activities

7.1 Activity 2 – Debating Society

The 18th century was a time of great intellectual curiosity. Some of the greatest minds of the century came together to discuss the issues of the day at the many debating clubs and coffee houses in Scotland. This movement became known as the Scottish Enlightenment.

Debating societies were not always in the cities. Robert Burns and his friends formed a debating society at the Bachelors' Club in Tarbolton, Ayrshire. The hot topics of the day were the wars in America (1775–83), the French Revolution (1789) and the subsequent wars with France. Slavery was a much-debated topic. Many benefited from the income it generated, whilst others campaigned for its abolition. In 1786, during desperate times, Burns himself contemplated leaving Scotland to take up a job on a sugar plantation, overseeing slaves. Much of the income generated by the slave trade was used to build the great country homes and estates we see across Britain, as well as maintaining several major trades and industries. It also became fashionable to have an African page boy or footman in wealthy households. Scipio Kennedy from 'Guinea' lived at Culzean Castle from 1710, first as a slave and then as a paid servant.

Objectives:

- Form a class or year group debating society.
- Pupils will debate the slave trade during the Georgian period in Scotland and the wider world.
- The debate can be opened up to discuss the legacy of the slave trade and equality in Scottish society today.

For information about Scotland and the slave trade, please visit –

(Schools) www.nts.org.uk/learn/slavetrade_about.php

(Adult Learners) www.nts.org.uk/learn/adult_hidden.php



The Georgians

Teachers' Notes

7.0 Pupils' Activities

7.1 Activity 2 – Debating Society continued

Curriculum for Excellence

Debating in Schools www.educationscotland.gov.uk/debatinginschools/about.asp

Literacy and English

Social Studies People, past events and societies

Health & Wellbeing

Technologies ICT to enhance learning

Activity 2 – On site

Investigate the key figures associated with the Scottish Enlightenment, particularly any associated with the NTS site you are visiting, e.g. Lord Hailes (Newhailes).

Look for evidence of imported goods and furnishings and consider the importance of trade with other parts of the British Empire.

On a visit to an NTS Georgian house look for clues of any links to the slave trade.



The Georgians

Teachers' Notes

7.0 Pupils' Activities

7.1 Activity 2 – Debating Society continued

Activity 2 – In class

Third & Fourth Levels

Review the information gained during the visit. Discuss the 'hidden histories' of great houses and institutions in Scotland and beyond.

Discuss the importance of the Scottish Enlightenment and the role of debate in initiating change in society.

Use the **internet** to find out more about the Scottish Enlightenment.

Use the information on the **Learn website** about Scotland and the slave trade. Go to (Schools): www.nts.org.uk/Learn/schools_resource.php and (Adult Learners): www.nts.org.uk/Learn/adult_hidden.php

Pupils will need to create a statement which can be argued for and against. Choose 'for' and 'against' speakers. The speakers will need to put their arguments together. Each one should have a team of researchers to help them.

Pupils could conduct the debate during a school assembly. They could extend this by inviting a guest speaker or opening the debate to staff.

Extensions could include a discussion on the legacy of the abolitionist movement and equality in Scottish society today and/or should heritage organisations such as the NTS recognise the role of the slave trade in the developments of the sites within their care?

Pupils should consider other debate topics relating to Georgian Scotland – for instance, the Role of Women in Georgian society, the Clearances. Pupils could also investigate some influential and controversial thinkers outwith Scotland, such as John-Jacques Rousseau, Thomas Paine or Mary Wollstonecraft.



The Georgians

Teachers' Notes

7.0 Pupils' Activities

7.3 Activity 3 – Pretty as a Picture

Georgian artists such as Sir Henry Raeburn, David Allan and Alexander Nasmyth painted portraits of wealthy members of Georgian society. They liked to be painted in their finest clothes, often surrounded by family members and objects that they owned and admired. These portraits can tell us many things about the profession, status, pastimes and preoccupations of the people portrayed, as well as providing valuable evidence about clothing styles and the influence of the wider world.

Objectives:

- Explore the themes, styles, techniques and content of Georgian portraits.
- In class use digital cameras and interactive whiteboard tools to explore portraits.
- Explore different media and create portraits in class.

Older pupils may:

- Explore the relationships between the sitters and their surroundings and look for evidence of classical influences in the paintings.

Curriculum for Excellence

Art & Design

Social Studies People, past events and societies

Technologies ICT to enhance learning

Literacy and English



The Georgians

Teachers' Notes

7.0 Pupils' Activities

7.3 Activity 3 – Pretty as a Picture continued

Activity 3 – On site

Investigate portraits at the House of Dun, the Georgian House, Newhailes or Culzean Castle.

Consider style and technique in different portraits. Some discussion points might be: What title would you give the painting? Where are your eyes drawn first when looking at the painting? Can you see the brushstrokes? Are the paintings colourful? What can you see in the background? Who features in the painting? If there are several people in the picture, what do you think the relationship might be between the sitters? Imagine a discussion between the people in the picture – what might they say to each other?

Explore shapes, patterns and colour during a visit to a Georgian house. Sketch designs and motifs.

Activity 3 – In class

Early & First Levels	Second Level	Third & Fourth Levels
<p>Download the images of portraits onto the interactive whiteboard.</p> <p>Discuss the sitter's clothes. Is the sitter in his/her best or everyday clothes? What objects has the artist included in the painting. What do these objects tell us about the sitter?</p>	<p>Follow the activities 1-4 for Early and First plus:</p> <p>Take photographs using a digital camera. Download the images and use paint bucket or other tools to fill the outline of the photograph. Use a package such as Paint Shop Pro to make an outline of the image, keeping the objects and</p>	<p>Follow the activities for the Second Level and create a Georgian style portrait of a classmate. Use Georgian stylistic techniques and include a classically influenced background.</p> <p>Download the images of Georgian portraits onto the interactive whiteboard.</p>



The Georgians

Teachers' Notes

7.0 Pupils' Activities

7.3 Activity 3 – Pretty as a Picture continued

Activity 3 – In class continued

Early & First Levels	Second Level	Third & Fourth Levels
Pupils could draw their own portraits. (They could add an object which has a message.)	<p>background. (Alternatively, pupils could print the image and then trace around it.) Using the traced outline, they could create a Georgian self-portrait.</p> <p>Pupils could also create a portrait of their classmate. What objects or items of clothing might their classmate like to have included in the portrait? What do these objects tell people about the sitter and life in the 21st century?</p> <p>Pupils could use the neo-classical designs collected during their site visit.</p> <p>They could use ICT to research more Georgian designs.</p>	<p>Use the zoom and highlight and hide and reveal functions to aid discussion of the pictures. Hide parts of the picture and ask pupils to fill in the details based on the evidence they gathered during their visit.</p> <p>Consider the objects included in the painting. What do these objects tell us about the sitter, the wider world (social and political movements) and the importance of the sitter's status in Georgian Society?</p> <p>Investigate the hidden meanings within portraits. (For instance, what do spring flowers or a sunset mean?) Invent a list of modern hidden meanings.</p> <p>Explore families in Georgian portraits. What do they tell us about Georgian attitudes to family and children?</p> <p>Research the 'Grand Tour' and its influence on Georgian art and architecture.</p>



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8.0 Contacts and Resources

Contacts

General enquiries:

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Hermiston Quay

5 Cultins Road

Edinburgh EH11 4DF

Telephone: 0131 458 0200

Email: information@nts.org.uk

Website: www.nts.org.uk

The National Trust for Scotland

Learning Resources

Email: learning@nts.org.uk

Website: www.nts.org.uk/Learn

Schools web pages: www.nts.org.uk/Learn/schools

Areas

Angus: House of Dun

Ayrshire & Arran: Culzean Castle & Country Park, Robert Burns Birthplace Museum

Souter Johnnie's Cottage, Bachelors' Club

Edinburgh & East Lothian: The Georgian House, Newhailes

Resources

Books

NTS Guide Books:

Culzean Castle & Country Park

Newhailes

Robert Burns Birthplace Museum

The Georgian House

NTS Wee Guides (for children):

Burns Cottage

Culzean Castle

Nairi and Tom Visit Culzean (sticker book)

House of Dun

The Georgian House



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The Georgians

Teachers' Notes

8.0 Contacts and Resources

Resources continued

NTS Websites

www.nts.org.uk/

www.nts.org.uk/Learn

Schools: www.nts.org.uk/Learn/schools

Adult Learning: www.nts.org.uk/Learn/adult_home.php

Slave Trade: www.nts.org.uk/Learn/slavetrade_about.php

www.nts.org.uk/Learn/adult_hidden_culzean.php

Other Websites

www.npg.org.uk/collections.php

http://en.wikipedia.org/wiki/Adam_Style

<http://scottishhistorysociety.com/learning-resources/scotland-and-the-french-revolution/>



Servant's hall - House of Dun



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Georgian rich family