

'The Dawn of Affluence': British Living Standards 1900-1960

A Report on the Sussex Teacher-Scholar Programme

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1. Introduction

This is a report of the Teacher Scholar Programme, called 'The Dawn of Affluence', run by the University of Sussex in partnership with The National Archives (TNA) 2012-13. It will start with some information about the initial ESRC project and the team based at Sussex, before section 2 outlines what a 'teacher scholar' is and how the 'Dawn of Affluence' teacher scholar programme developed.

1.1 ESRC Project

The ESRC project, entitled 'The Living Standards of Working Households in Britain, 1904-1960' (RES-062-23-2054) ran from 1 February 2010 to 31 January 2013 and was devised by Ian Gazeley, Professor of Economic History, and Andrew Newell, Reader in Economics. The project aimed to develop datasets on poverty from the early Household Expenditure Surveys administered by the government. These surveys were conducted at pivotal moments in the history of the twentieth century, 1904, 1937-8 and 1953-4, providing academics with an insight into Edwardian, inter-war and post-war living standards. The academic aims of the project are to transcribe these surveys for analysis and publish the findings in academic journals. By far the most extensive transcription and data cleaning was undertaken on the 1953-4 survey returns, which not only survive for over 13,000 families but also asked for the expenditure of each member of the household. It was always the plan to disseminate this research beyond the academic community. The original ESRC application outlined two further audiences for the research, first world-leading experts on poverty and living standards and, second, school teachers who would be able to disseminate the research in an appropriate form to school-aged students.

Web-resources:

The full [project website](#) is hosted by the University of Sussex. A formal description of the ESRC grant can be found on the [project page](#) of the ESRC website. An early [statement](#) of the research was published for the press by the University of Sussex in 2010.

1.2 ESRC Project team

The following Sussex staff conceived and worked on the project:

Principal Investigator Professor Ian Gazeley, Department of History

Deputy Investigator Andrew Newell, Department of Economics

Technical Director Dr Michael Hawkins

From October 2010 two academics were appointed onto the project:

Research Fellow (Economics) Dr Mintewab Bezabih

Research Fellow (History) Dr Samantha Shave

Between September 2011 and spring 2012 two further academics were appointed respectively:

Research Fellow (History) Dr Rebecca Searle

Research Fellow (History) Dr Kevin Reynolds

Whilst Dr Samantha Shave was primarily responsible for the Sussex team's liaison with TNA and the delivery of the education outreach, all team members engaged with the development, delivery and completion of the programme in various ways, as will be detailed below.

2. The Teacher Scholar Programme

2.1 Early ideas

The ESRC grant proposal was clear that new research on British living standards should be taught in schools. Initially it was suggested that 'pupils could be asked to record the expenditure of their own families and compare this with family expenditure in Britain' in the first half of the twentieth century. This lesson idea and materials would be developed by the Sussex team, showcased at a workshop for teachers from local Brighton secondary schools and then disseminated to a wider audience of teachers at a one-day conference hosted at TNA. But rather than develop lessons *for* teachers, it became apparent that a different way of organising this, using the 'teacher scholar' model.

2.2 An introduction to the Teacher-Scholar Model – the Transatlantic Programme

The National Archives has administered a variety of different teacher-scholar programmes in the recent past. The first scheme, which they administered with the University of Virginia in 2010-11, focused on the history of the slave trade. The programme was given the name 'teacher-scholar' name because, rather than academics or educationalists developing lessons and resources to be used in the classroom, teachers would be taught new research and source skills to develop new lessons themselves. A teacher-scholar, therefore, is a teacher who becomes an expert on a particular topic through academic activities, such as attending lectures, reading, and examining primary 'evidence' (such as documents, statistics, landmarks etc), and then uses this knowledge to inform the lessons they provide in schools. The lessons would not be exclusively used by the teacher who developed them, but rather would be shared with teachers who did not attend the programme by being made available to download online.

Andrew Payne, Head of Education and Outreach at TNA, and Ben Walsh, teacher, author and senior GCSE history examiner, who had administered the Transatlantic Teachers Programme at TNA, asked the Sussex team to attend a presentation of the programme at the US Embassy in June 2011. Here we learnt that ten teachers from the US and ten from the UK were given lectures by leading slave trade historians, the education team from TNA and visited sites of importance to the history of slavery on a fieldtrip to Barbados. It intended promote a [global approach](#) towards the teaching of history as well as develop a

range of lessons for schools teachers to use. The UK teachers' resources are hosted on the [Transatlantic Teachers Resources](#) webpage of the education and professional development section of TNA's website. These in addition to the nine completed teachers' resource packs from the US were placed on a page of the [America on the World Stage](#) website. The number of downloads from the websites can be counted and as a consequence a rough indication of how many teachers have accessed the lesson plans can be gauged.

2.3 Development of the programme

The teacher scholar programme was discussed at a number of meetings with TNA throughout 2011 and 2012. The dates of meetings are listed in Appendix 1. Meetings were held at TNA, were always in attendance by Andrew Payne and Ben Walsh, and also by various other members of TNA and Sussex teams. Our discussion focused on how we could use the teacher-scholar model with this project topic. We started by clarifying our objectives:

- To offer knowledge and skills for a selection of teachers to become 'teacher scholars' on the topic of British living standards
- To make lesson plans based on living standards data freely available to all teachers throughout the UK

The teachers would learn about British living standards in the standard academic fashion - through lectures, their own reading and by writing an essay. Then they would embark on constructing a series of lessons plans for any school-aged pupils of their choice and on any aspect of living standards as long as it utilised some of the survey data produced by the Sussex team. The TNA and Sussex teams agreed that in order to achieve this, in fact three-overlapping components needed to be organised and managed. First, there should be web-interaction, not only to build up a group identity, but to allow the teachers to engage with the subject matter and submit their work at the end of the programme. Second, there should be a two-day workshop, whereby the teachers would engage in several academic activities the Sussex team, including a seminar about the content of the surveys and a computer-workshop about using the Household Expenditure data and start to develop their ideas for their lessons. Third, there should be a two-day fieldtrip which would enable the teachers to ground some of the academic ideas learnt throughout the programme so far and develop lesson plan ideas.

An initial timetable of activities after the application deadline were devised at a meeting in December 2011 and finalised in August (figure 1). On the timeline presented below we can see the activities needed to be undertaken by the TNA and Sussex teams, and the activities to be completed by the teachers. The programme took a total of 14 weeks. Further detail about all of these tasks is given below in section 4, after a summary in the next section of how we prepared for the programme.

Figure 1: Timeline of activities for the teachers and Sussex/TNA team

TNA and Sussex teams		Teachers
Focus on building group identity using the social networking area on Ning	Week 0 3 September	Join Ning networking site
Provide an introduction to the project and web-based resources and Study Direct	Week 1 10 September	Attend Collaborate Session 1 Complete Group identity exercise
Schedule 5 academic lectures and publish on Study Direct	Weeks 2-4 17, 24 September 1 October	Teachers to listen to lectures and 'recall, reflect and reuse' information on discussion boards on Study Direct
Workshop weekend (12-13)	Week 5 8 October	Workshop weekend (12-13)
Encourage and provide feedback on potential project ideas	Week 6 15 October	Scoping enquiry questions and interact on Study Direct
Fieldtrip weekend (26-27) Provide question for historiographical essay	Weeks 7-8 22, 29 October	Fieldtrip weekend (26-27) Development of lesson plan enquiry questions Start preparing essay
Half-term break	Week 8 29 October	Half-term break
Feedback on lesson plans and resources via Study Direct	Weeks 9-12 5, 12, 19 and 26 November	Development of lesson plans and resources via Study Direct
Overlook the submission of historiographical essay, lesson plans and resources	Week 13 3 December	Submission of historiographical essay, lesson plans and resources
Editorial Board to meet (TNA and Sussex team members)	Week 14 10 December	
TNA team to send feedback to the teachers on essays and lesson plans	New Year	Amend their work in accordance with the feedback

3. Preparation

3.1 Advertising the programme

The Dawn of Affluence TSP was marketed in several ways.

Online adverts: In February 2012 Dr Samantha Shave wrote an [advert](#) with TNA and in May it was published online. The Education pages of the TNA website receive 9 million hits per year. A link to the advert was placed on the education department's [Professional Development](#) pages, which are most often viewed by UK school teachers. A longer version of the advert was forged into a formal [press release](#) and published by the Press and Communications office at the University of Sussex in May. She also liaised with the other Sussex team members and Andrew Payne and Mark Dunton at TNA to make sure the information presented in the publicity materials were accurate.

Leaflets: Leaflets (appendix 2) about the TSP were produced by Samantha Shave with the assistance of Rebecca Searle in March-April and printed for distribution by the Sussex Print Unit in early May 2012. The leaflet contained a summary of the programme, as well as succinct information about the overall ESRC project and an outline of the three Household Expenditure Surveys. It contained quotes from the 1904 survey were provided, to provide a flavour of the qualitative information in the survey data, and a number of pictures provided by TNA image library. A small number of leaflets were handed out by the Sussex and TNA team members, but the majority of them were reserved for two further publicity activities. The photographs used on the leaflet, and for the project website, were obtained by Dr Samantha Shave with the assistance of Mark Dunton, from the TNA image-library in August 2011.

Local schools and Sussex-linked schools: Letters (appendix 3) accompanying the leaflets were posted to heads of history departments of the seven secondary schools in Brighton and Hove. An email was also sent to follow up the letter. Emails, containing the same information and the leaflet as an attachment, were sent to the offices of 101 further schools in the area, both primary, middle and secondary schools in East and West Sussex. It was hoped the offices would forward these onto teachers who might be most interested in the programme. A number of these emails bounced back, as was predicted, and a few gained personal replies acknowledging their safe arrival. The University of Sussex already had links with a number of [schools and colleges](#) – including a number of new academies - throughout Sussex, Surrey and London as part of their widening participation programme. The head of widening participation sent similar emails onto these schools on behalf of the project.

Conference attendance: Andrew Payne and Ben Walsh advised the Sussex team to promote the programme at the [Historical Association Annual Conference](#), which took place on 11-12 May 2012 in Reading. Leaflets were posted to the secretary of the association and placed in all delegates' conference packs. An exhibition table was staffed by Dr Samantha Shave for both days of the conference. Here 32 people registered their interest in the programme.

Ben Walsh and Andrew Payne were offering papers at the conference and also mentioned the programme during their talks and attended the exhibition table.

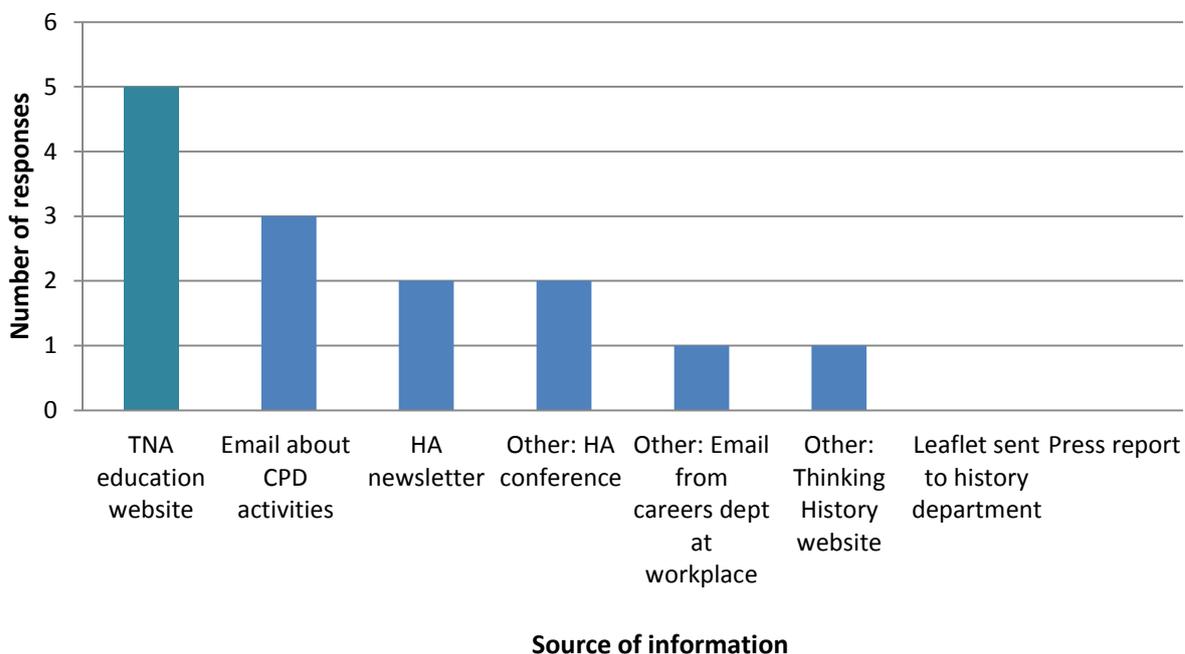
Newsletters: A short piece advertising the programme was published in newsletters produced by the TNA, Historical Association and the Schools History Project in June 2012. The TNA Education team and Dr Samantha Shave also posted links to the TNA advert via social media sites Twitter and Facebook.

3.2 Applications and shortlisting candidates

An [application form](#) was devised by the TNA Education team and was made available online under the TNA advert (see Appendix 4). Some application forms were also handed out at the Historical Association Annual Conference. The deadline for applications was the 27 July 2012. A total of 13 applications were received. This was lower than we had expected not least due to the publicity strategy adopted above. A question on the programme application form asked the applicant how they had heard about the programme. The options given were: leaflet sent to history department, press report, TNA education website, an email about Continuing Professional Development (CPD) from TNA, HA newsletter, and 'other'. The other answers put forward by the applicants were the HA conference, an email from careers department at their workplace, and the piece on the 'Thinking History' website.

The results are shown in the bar graph below, on figure 2. One applicant selected two answers. From the bar graph it would appear as if the TNA's own website was the main source of information for the applicants, followed by an emailed newsletter about the TNA's CPD activities. Just two responses for each of the HA activities were marked and one response for the 'other' categories: email from careers department and Thinking History website. None of the applicants found out about the programme from a leaflet posted to their school or a press release. In one case, however, we know that a leaflet was sent to their history department but the applicant selected another answer. In some cases the teachers may have found out about the programme through an email sent by the careers department of their school, although the original source of information could have been another email, sent by Dr Samantha Shave or the Head of Widening Participation at Sussex, a news piece, press release or a webpage. We should also consider the bias that might result from TNA asking where the applicants heard about the programme, as it is likely that many applicants would respond with TNA-based communications.

Figure 2: Answers to the application form question: ‘How did you find out about this course?’



Andrew Payne and Rachel Hillman in the Education team at TNA and Dr Samantha Shave from the Sussex team each shortlisted eight candidates and placed two on reserve. Our responses were very similar, but we combined our responses to create an overall point score. The criteria used was based on a number of factors – whether they would be in a teaching post at the time of the programme, whether they had engaged in any other education programmes before, and to what extent they had engaged in other education related activities, such as administering training for other teachers, sitting on the boards of education-related committees, and writing teaching materials. Some teachers had expressed a particular interest in understanding the history of living standards and one had mentioned undertaking a local study of Edwardian poverty for her bachelors degree. Andrew Payne emailed the successful candidates to inform them of their place on the programme and everyone accepted their place.

4. Programme

The programme developed with three main features, as already noted in section 2.3. The first was a series of web-based activities which not only prepared the teachers to interpret the HES data, but also helped to forge a supportive network before they attended the workshop and fieldtrip. The second main feature was the two-day workshop, followed just a fortnight later by the two-day fieldtrip to Liverpool.

4.1 Web-interaction, programme lectures and activities

It was suggested by the TNA team that the teachers were introduced to each other online before completing any tasks or attending the workshop and fieldtrips. TNA set up a [Ning](#) project page, upon which each of the teachers, TNA and Sussex staff had a personal profile, similar to a Facebook account. The TNA team then encouraged everyone to interact with each other, by leaving a comment about their taste in music or their favourite history source, for instance. A quiz asking 40 questions about the project members, called 'Personality bingo', was the first formal task for the teachers to complete.

Answers for the quiz were submitted by the teachers using the University of Sussex's learning management system or virtual learning environment, [Study Direct](#). This site is where the majority of the academic resources and discussions were housed, in addition to where their programme assignments would be uploaded. A course was registered with the University of Sussex IT department by Dr Samantha Shave and it was built by Dr Rebecca Searle, who also organised passwords and usernames so that staff from TNA and the teachers would be able to access it without being formally registered as a student at the University. The Study Direct course starts with a welcome page, with some brief information about the programme, and on the left-hand side of the page were a series of links to other pages: 'Surveys (+ Workshop Resources)', which contained information about the three HES surveys and the datasets used in the workshops, 'Useful resources', which contained 21 links or documents such as 'document bundles' for several decades put together by the TNA, 'Meet the Sussex Team', which contained pictures, links and short biographies of the Sussex staff, 'Personality Bingo', where the teacher's uploaded their quiz answer sheets, and 'First Forum', upon which the teachers, in mid-September, were encouraged by Ben Walsh to talk about how we should study living standards.

Pages for each of the five lectures offered by the Sussex Team were also housed on the Study Direct course site. The lectures were recorded as podcasts and downloadable from a different page, along with PowerPoint slides and some relevant resources and/or reading for the teachers to explore. Here are the titles and summaries offered on the lectures:

Lecture 1: The Dawn of Affluence: Economic and Social Context, 1880-1960

In this lecture Professor Ian Gazeley will provide an overview of the transformation of British Living Standards from the late Victorian period until the 1960s. This was a period in which real average earnings increased substantially, providing more discretionary income for leisure time and the new consumer products that became available during the interwar period. By the 1940s the social safety net provided by the state became universal, supporting those previously excluded from the benefits of material progress.

Lecture 2: Surveys and social investigation – a history

This lecture provides a brief history of social investigation and surveys in Britain, from the start of the modern period to the 1960s. Dr Samantha Shave outlines the first attempts to collect statistical information from the population, such as the census. She

then goes on to detail the growing number of studies of poverty - by the government, organisations and individuals - from the mid-nineteenth century onwards. The work of two individual investigators, labelled as 'pioneers', namely Booth and Rowntree, had a significant impact on understandings of poverty and provided new methodologies for how it could be detected. Dr Shave finishes the lecture by outlining a pivotal period of time in the mid-twentieth century, heralded as the 'rediscovery of poverty'. The rediscovery was led by two academics who, using extracts from the 1953/4 Household Expenditure Survey, exposed a more widespread and disturbing level of poverty than had previously been estimated, and which the welfare state had meant to address. This rediscovery had many short and long-term implications which still have an impact on people today.

Lecture 3: Introduction to the Living Standards Surveys

In this lecture Dr Rebecca Searle will introduce the 3 key living standards surveys which we have used to create the datasets which will form the basis of the learning resources you devise. The 3 surveys are:

- The 1904 Board of Trade Survey
- The 1937/8 Ministry of Labour Survey
- The 1953/4 Household Expenditure Enquiry

Rebecca will explain the context and origins of these surveys, describe how they were carried out and outline the information that was gathered.

Lecture 4: Living Standards – understanding, measuring and analysing

In this section Andrew Newell will outline the evolution of the techniques of living standards measurement. Next, there is a discussion of the various ways survey analysts have tried to capture living standards from the results of surveys. The last few topics are about the key adjustments that are made to income and expenditure data in order to make them comparable between households.

Lecture 5: Local Case Studies and Everyday Life

One of the ways in which you can use the living standards surveys is to extract a dataset relating to a particular area. In this lecture Dr Rebecca Searle will discuss some of the different approaches to local based studies and identify some of the sources and archives that are available. Taking Brighton as a case study, Rebecca will explore how local histories can be used to think about changing patterns of everyday life across the twentieth century and how such studies can challenge popular understandings of the past.

Before the workshop, however, Andrew Payne and Ben Walsh scheduled and presented in two live, online seminars, using the online programme [Blackboard Collaborate](#). These were attended by the teachers. They would type comments into the chat box during the seminar or appeared on a webcam too. The seminars lasted for just less than an hour and were recorded so that anyone who was unable to attend the session and members of the Sussex team could watch these at a later point. Some teachers may have also wanted to watch the seminar again. The first session, held on 12 September, provided an introduction to the Teacher Scholar Programme, giving an overview of the aims of the project, the desirable outcomes from the project and the expectations we have from the teachers. They

were also introduced to the different web-resources (such as electronic journals) and online social media used to build up a group identity and attend the virtual aspects of the programme, such as the lectures, before the workshops. The topic of the second session, on 8 October, was the seminar weekend. After a re-cap about the main aims of the programme as a whole, Andrew Payne and Ben Walsh went through the main events during the workshop. One task had to be prepared by the teachers in advance of the weekend, a 'show and tell' on the morning of the first day, as detailed in section 4.2 below. As such, Ben Walsh outlined what he expected to see during this session Dr Samantha Shave attended the second session, where she introduced herself, talked a little about the workshop and provided positive feedback about their feedback on the academic lectures on Study Direct.

4.2 Two-day workshop

The two-day workshop, at TNA, was attended by the Sussex and TNA teams and featured a number of different events and culminated in the teachers presenting their preliminary ideas for their lesson plans. The first day started with a 'show and tell' style exercise which the teachers prepared for before they arrived. Essentially they each in turn presented a couple of sources to the entire workshop attendees and explained how they liked to use this in teaching. Not only did it get the teachers thinking about how they liked to use archival sources but also 'broke the ice' and allowed smooth group work in the second session. The second session, run by Dr Samantha Shave with the assistance of Dr Rebecca Searle, was about the construction and administration of each of the three large-scale government-led surveys conducted in the first half of the twentieth century. It had a part lecture, part seminar format and allowed the teachers to be critical about the surveys and how they were analysed by the government. In the afternoon Professor Ian Gazeley and Mr Andrew Newell led computer-based sessions to guide the teachers through using simplistic versions of the transcribed survey data. The 1904, 1936-7 and 1953-4 datasets were each arranged in Excel files differently, due to the different structures of the original surveys, and therefore were examined individually and in turn. Example research questions and how these could be answered using the database were provided. The rest of the workshop focused on encouraging and assisting the teachers to develop lesson plan ideas about living standards. Andrew Payne and Ben Walsh conducted their own sessions which focused more on matters of pedagogy. Ben Walsh provided a session, using a variety of tried and tested examples, about how numerical data in particular could be combined with other qualitative archival sources to provide intriguing 'problem-solving' style lessons for the pupils. There was a chance for the teachers to ask the Sussex and TNA teams for guidance and an extensive feedback session, where every teacher talked about the lesson ideas and how they could use the datasets to address the topics.

4.3 Two-day fieldtrip

Two weeks after the workshop the teachers were invited to attend a fieldtrip in Liverpool and Dudley. Members of the Sussex team attended alongside the teachers, and contributed intellectually to the content of the trip, although the TNA team were the primary organisers of this component of the programme. The first day started with a trip to the [two preserved childhood homes](#) of two of the Beatles held by The National Trust. The different living standards of the two Beatles in the mid-twentieth century, Sir Paul McCartney and John Lennon, were evident from the fabric, space and furnishings of each of the houses. The different life stories, although of famous individuals, also reiterated how individual family circumstances were different and demographic events could have a dramatic impact on the household economy and therefore work and home life. In the afternoon of the first day we undertook a walking tour of Liverpool's docks and city centre, led by Ben Walsh. In his briefing and during the tour he drew our attention to old photographs and how to use these in order to (re)construct an idea of what different areas of the city may have been like in the past. Whilst significant landmarks remained the same, many work and domestic buildings have either been gentrified or have been demolished and replaced. This also provided us with an indication of what types of work were undertaken by the majority of male wage-earners in the city, but also an insight into past communities, the close proximity of the overlapping spheres of work, home and leisure in the early twentieth century. The second day was spent at the [Black Country Living Museum](#) in Dudley, which contains (re)constructed houses, industrial buildings, a recreated mill pond and coal mine, plus high street shops and fairground. The day started with a presentation from the Head of Learning at the museum. She provided us with examples of how they currently use the museum to enable pupils of different stages and ages to engage with British history. Whilst looking around the museum not only did the teachers think about life in the past, but also critically engaged with the presentation of history.

5. Outputs

After the fieldtrip we sent the teachers an essay question, in order to give them enough time to write this alongside the lesson plans and resources. Accordingly, at the end of October we set them the question 'Explain how your work with the data set(s) illuminates the debate about living standards in Britain from c1900 to c1955'. This would allow them to link their lesson plan ideas with the British living standards

The teachers submitted their essay, lesson plans, lesson materials and their rationale on the Study Direct site in early December 2012. An editorial board met on the 13 of that month, comprising of Andrew Payne, Ben Walsh, Professor Ian Gazeley and Dr Samantha Shave, to assess the quality of the essays and provide constructive feedback on the lesson plans. The board communicated via email also to complete this task. Most of the lesson plans and their requisite materials needed minor changes. These changes were either

needed due to the complications of conveying complex ideas to school-age students or matters of historical accuracy.

The lessons submitted by the teachers focused on a variety of topics, across the three main survey periods and catered for different school-aged pupil groups. It is worth listing these below with details of the age groups, number of lessons and learning objectives.

What made a job desirable in the 1950s?

Lessons designed for: key stages 3 & 4 / year groups 7 to 11 / up to GCSE / ages 11 to 16

Number of lessons: 3

Learning objectives

- To use contemporary data to conduct a historical enquiry into occupations and wages in the first half of the 20th century
- To consider the relative desirability of different occupations
- To understand the importance of industrial occupations and begin to consider the impact of deindustrialisation on the UK

What can sources tell us about poverty in 1904?

Lessons designed for: year groups 12-13 / A-level / ages 16 to 18

Number of lessons: 2

Learning objectives

- To develop source skills through analysis of contemporary sources, identifying reasons for similarities and differences between sources
- To examine why the government were concerned about levels of poverty in the beginning of the 20th century and how it understood the causes
- To think critically about the nature of acquiring data and the extent to which a data set can help historians understand how poverty was experienced in the early 20th century
- To compare the 1904 inter-departmental report with the 1904 survey and assess the degree to which the survey corroborates the findings of the report

Do surveys benefit the surveyed or the surveyors?

Lessons designed for: key stage 3 / year groups 7 to 9 / ages 11 to 14

Number of lessons: 2

Learning objectives

- To identify the ways in which data and information is collected and collated
- To assess the impact the collection of surveys would have on the respondents and how the process may impact on their answers
- To ascertain what the intended purpose of this collection and collation is/was
- To demonstrate both the need and inevitability of the government collection of data
- To question the amount of data the government has at its disposal
- To consider if the government 'knows too much' today
- To judge who benefits from surveys being conducted

'You've Never Had It So Good'? How can we 'know' how affluent or poor a society is?

Lessons designed for: key stage 3 / year groups 7 to 9 / ages 11 to 14

Number of lessons: 3

Learning objectives

- To be able to generate questions to test the validity of a hypothesis
- To be able to interrogate evidence
- To be able to show an understanding of what a 'cost of living' index is
- To be able to make predictions
- To be able to identify describe patterns in household expenditures and explain them
- To be able to reach a judgement on the validity of a hypothesis, and show an awareness of issues surrounding the collection of data and the ability to reach substantiated conclusions from it

Did working for 'King Coal' enable you to live like a Prince?

Lessons designed for: later key stage 3 / year groups 8 to 9 / ages 12 to 14

Number of lessons: 3

Learning objectives

- To investigate the reasons for migration from rural areas to urban during the late nineteenth century through contemporary sources
- To form and test hypothesis using a variety of source material
- To investigate the living standards in South Wales mining valleys around 1904 using the Board of Trade survey dataset

What kind of people lived in council houses in the 1950s?

Lessons designed for: later key stage 3 & 4 / year groups 9 to 11 / GCSE / ages 13 to 16

Number of lessons: 3

Learning objectives

- To find out why council houses were built
- To use sources to find out the characteristics of people who lived in council houses
- To decide who accurate a cartoon in its representation of people who live on council estates

To what extent did the 1950s bring about an age of affluence?

Lessons designed for: later key stage 3 / year group 9 / ages 13 to 14

Number of lessons: 3

Learning objectives

- To understand the extent to which Britain's emerging affluence in the post-war years was evident in areas which had experienced industrial decline and extreme hardship during the Depression, using Salford as a case study
- To understand both the usefulness and limitations of household expenditure survey data in assessing poverty and affluence

6. Programme Evaluation

The teacher-scholar programme was delivered between the University of Sussex and TNA successfully. A total of 7 thematic groups of lessons were created by the participants containing a total of 19 lessons, all designed using the research undertaken at Sussex on the British Living Standards project and all adaptable to meet the different needs of different classrooms. The lessons will be made available to the public online on both the TNA Education and the Sussex British Living Standards website in early 2013. Their release will be advertised using the similar electronic and social media-based forms of communications used to advertise the programme in the first instance, as outlined in section 3.1.

A formal evaluation of the programme will be undertaken by a third party in the summer of 2013, an independent organisation which has experience of assessing similar education programmes in throughout the UK.

If you have any questions about the programme please contact [Professor Ian Gazeley](#).

Appendix 1: Meetings held with the Sussex Team and TNA about the programme

1 June 2011

12 October 2011

9 December 2011

18 January 2012

14 March 2012

12 July 2012

22 August 2012

13 December 2012

Appendix 2: Leaflet advertising the programme

<publisher file to be added for final PDF>

Appendix 3: Letter sent to local schools

US

University of Sussex

History, Art History & Philosophy

Dr Samantha Shave
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Falmer
Brighton
BN1 9RH

s.a.shave@sussex.ac.uk
01273 873188/xxxxxx xxxxxx

[name]
[position]
[name of school]

4 May 2012

Dear [name]

I am writing to you to bring your attention to a new Teacher Scholar Programme being run by the University of Sussex and The National Archives entitled *The Dawn of Affluence: British Living Standards, 1900-1960*. During the autumn term of 2012, teachers from schools across the UK will have the opportunity to learn about the transition from poverty to affluence in Britain in the twentieth century. The teachers will explore how and why living standards increased and what this meant for the experience of ordinary households.

This Teacher Scholar programme is part of a large three-year project at the University of Sussex entitled *The Living Standards of Working Households in Britain, 1904-1960*. Funded by the Economic and Social Research Council, the project aims to digitalise and analyse the early government household expenditure surveys that over 25,000 households filled in during the first half of the early twentieth century.

The teachers will carry out their own research into living standards and work towards the creation of original learning resources. This will be based on the archival collections held by The National Archives and findings of researchers at the University of Sussex. Following approval by an editorial board, these resources will be published on The National Archives website. In addition to receiving online lectures in a virtual learning environment, the teachers will attend a two-day workshop at The National Archives and a two-day study tour. The teachers will be assisted by historians and economists from the University, records specialists and education staff from The National Archives and Ben Walsh, history education trainer and author.

The History Department at Sussex has always had an excellent relationship with schools in the Brighton and Hove area, not least due to postgraduate and teacher training courses many local teachers have undertaken here. We are keen to work with local schools again, and would welcome your staff to apply to take part in this programme. Throughout June I will be attending several schools, providing short lunchtime talks about the project and the programme. If you think your teachers would also be interested in attending a talk please contact me and we can arrange one at a suitable time.

Enclosed are a few leaflets which provide more information about scheme. Please pass them on to anyone who you think may be interested. A formal advert, with application information, can be found on the Education pages of The National Archives website

<http://www.nationalarchives.gov.uk/education/cpd/sussex.htm>.

More information about the research at Sussex can be found on the project website

<http://www.britishlivingstandards.sussex.ac.uk/>

I will contact you again at the end of May, by telephone or email, for you to have an opportunity to ask me any questions you may have.

Yours sincerely,

Dr Samantha Shave

Appendix 4: Programme application form

APPLICATION FORM DAWN OF AFFLUENCE – BRITISH LIVING STANDARDS PROGRAMME

Surname	
Title	
Forenames (in full)	
Permanent address	
Telephone number	
Email	
School name and address (for 2012/2013)	
Employment next year:	I am currently working at the above school and will continue to teach there next school year <input type="checkbox"/> I will start teaching at the above school in September <input type="checkbox"/>

Qualifications (teaching and other degrees)

Qualification	Awarding body	Brief description of course

Teaching or history courses you have attended

Date	Course description (content / level / organising institution / any award on completion e.g. M-level credits)

Supporting statement

Please use this space to explain why you would like to take part in the course and explain how you fit the criteria in the person specification in the supporting information. (Maximum 500 words)

--

Will you be able to attend the seminar days at The National Archives on Friday 12th October and Saturday 13th October 2012? (Cost of supply cover included)

Yes / No (delete as appropriate)

Will you be able to attend the field study days in Liverpool and Manchester on Friday 26th October and Saturday 27th October 2012? (Cost of supply cover included)

Yes / No (delete as appropriate)

Please provide the details of someone who could provide a reference related to your teaching.

Name	
Job title	
How she / he knows you	
Business address	
Telephone number	
Email	

We may request references as part of the short-listing process. Would you be happy for us to contact the person named above before we contact you directly?

Yes / no (delete as appropriate)

How did you find out about this course?

Leaflet sent to the history department	
The National Archives education website	
Press report (please specify the newspaper)	
Email about CPD activities	
HA newsletter	
Other (please give details)	

You might be interested in other courses within our CPD programme. Would you be happy for us to keep your email address on file and contact you when other courses become available?

Yes / no (delete as appropriate)

Would you like to be added to the mailing list for our education newsletter?

Yes / no (delete as appropriate)

Return your form by 19:00 on Friday 27 July

By email:

education@nationalarchives.gov.uk, with the subject "Dawn of Affluence" application

Or by post:

Rachel Hillman
(Dawn of Affluence application)
Education and Outreach
The National Archives
Kew
Richmond
Surrey
TW9 4DU