

# **Assessment Opportunity:**

## **History:**

- ☐ **Understand and explain the life of poor children during Victorian Britain.**
- ☐ **Understand and explain the political changes during Victorian Britain**

# Lesson 7

## History



Learning to analyse evidence  
from sources on the Factory Act  
of 1844 and evaluate their  
reliability.



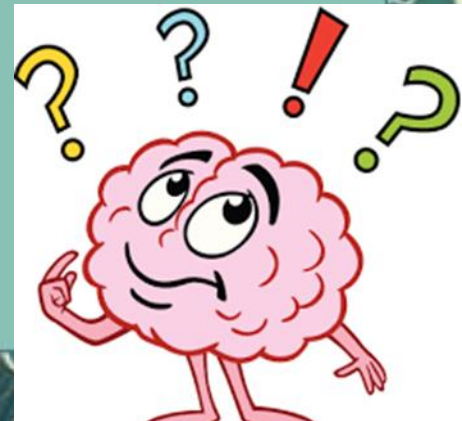
Revisited Vocabulary

**Government**

**Conditions**

**Factories**

**Campaign**



# Government

A government is a group of people that have the power to rule in a territory, according to the law.

# Conditions

a state of being.

# Factories

A factory is a building where workers use machines to make things for sale

# Campaign

a series of activities meant to produce a particular result an election campaign.

**New Vocabulary**  
Legislation  
Textiles  
Industries



# Legislation

the action of making laws

# Textiles

Cloth, textile or fabric are similar names for manufactured material.

# Industries

An industry is a group of businesses that make or sell similar products or perform similar services. Factories are part of manufacturing industries.

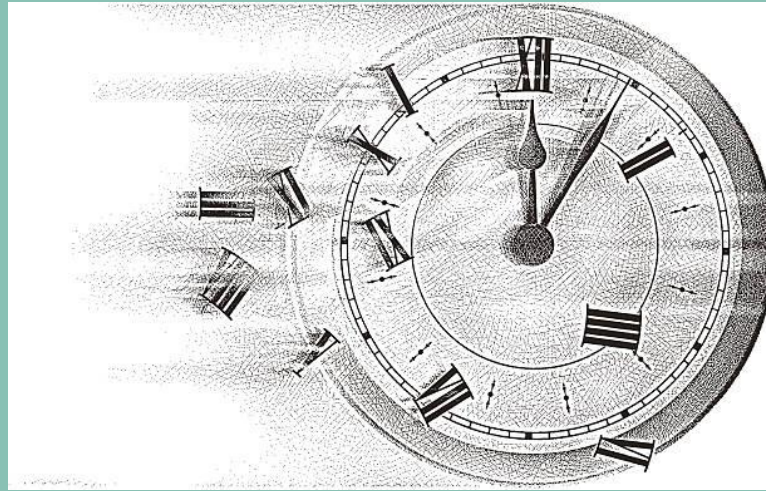
# **Prior Knowledge Check: Do it now!**

Who passes new legislation?

Who was responsible for passing the Factory Act of 1844?



Today we are travelling back in time to the year...



1844

# 1844

The Factory Act of 1844 meant that children between 8 and 13 were no longer allowed to work over 6.5 hours a day.

Watch the video clip to understand conditions and for further information.



<https://www.nationalarchives.gov.uk/education/resources/1833-factory-act/#teachers-notes>

# SOURCE 1

My Lord, in the case of Taylor, Ibbotson & Co. I took the evidence from the mouths of the boys themselves. They stated to me that they commenced working on Friday morning, the 27th of May last, at six A.M., and that, with the exception of meal hours and one hour at midnight extra, they did not cease working till four o'clock on Saturday evening, having been two days and a night thus engaged. Believing the case scarcely possible, I asked every boy the same questions, and from each received the same answers. I then went into the house to look at the time book, and, in the presence of one of the masters, referred to the cruelty of the case, and stated that I should certainly punish it with all the severity in my power. Mr. Rayner, the certificating surgeon of Bastile, was with me at the time.

# SOURCE 1

This is an extract from a Factory Inspectors Report (1836).

- 1) Who gave the evidence to the factory inspector?
- 2) Work out how many hours (not including breaks), the boys are reported to have worked without stopping
- 3) Which parts of the new Factory Act have been broken?
- 4) What does the tone of the letter tell us about what the factory inspectors thought about the firm Taylor, Ibbotson & Co?
- 5) Having studied this source, would you be right to conclude that the 1833 Factory Act did nothing to solve the problems of child workers? Explain your answer

# SOURCE 2

LIST OF PROSECUTIONS—continued.

Date.	Names and Addresses of Persons summoned.	Names of the Magistrates who heard the Case, and Place of Hearing.	Nature of the Offence.	Amount of Penalty.	Amount of Costs.	REMARKS.
1862.			<i>Informations laid by Mr. Buller.</i>	<i>£ s. d.</i>	<i>£ s. d.</i>	
Sept. 20	Mary Jones, Courtgwillym, near Bridgend, Glamorganshire.	Richard Franklyn and Charles Knight, Esqrs., and Captain Quin; Town Hall, Bridgend.	Employing three young persons after 6 p.m.	1 0 0	1 0 0	Two cases withdrawn on payment of costs.
" 24	John Jones, Forest Factory, near Newbridge, Glamorganshire.	William Perkins, Esq., and the Rev. Evan Morgan; Newbridge, Glamorganshire.	Employing three young persons and one female (adult) after 6 p.m.	1 0 0	1 10 3	Three cases withdrawn on payment of costs.
" 26	William Llewellyn, Lamb and Flag Factory, Glynneath, near Neath.	Howel Gwyn and Griffith Llewellyn, Esqrs.; Town Hall, Neath.	Employing three young persons and two children after 6 p.m.	2 0 0	3 9 0	Four cases withdrawn on payment of costs.
Oct. 1	John Howell, Mynyddiwllyn, near Blackwood, Monmouthshire.	Frederick Lovick, Esq., and the Rev. Edward Leigh; Tredegar, Monmouthshire.	Employing four young persons after 2 p.m. on Saturday.	1 0 0	2 15 0	Three cases withdrawn on payment of costs.
" 8	Samuel P. Harris, Glyn Gwennfwrdd, near Abergavenny, Monmouthshire.	The Honourable W. P. Rodney, Rev. James Parquhar, W. W. Manning, and Thomas Davis, Esqrs.; Town Hall, Abergavenny.	Employing two young persons and two children after 2 p.m. on Saturday.	- -	1 14 0	Withdrawn on payment of costs.
July 21	William Kirk, Burnley	Thomas Hordern, Whitaker and John Heelis, Esqrs.; Burnley.	<i>Information laid by Mr. May.</i> Employing two young persons without surgical certificates.	2 0 0	1 0 0	One summons withdrawn on payment of costs, in consideration of the state of trade.

# SOURCE 2

This is a piece of a document detailing which companies broke the law.

- 1) What is the most common offence recorded?
- 2) Work out how much is fined for the different offences
- 3) By looking at the fines, which offence is regarded as the most serious?
- 4) How effective was the 1833 Factory Act? Explain your answer.  
(Hint: is the number of convictions a good or bad sign?)

# SOURCE 3



# SOURCE 3

This is a photograph of workers in a factory in 1903.

- 1) What kind of factory is the boy working in?
- 2) How old do you think he is?
- 3) Write a list of all the dangers you can see in the factory and what you think could be done to improve them
- 4) This photograph is from 1903, 70 years after the first Factory Act. Explain whether you think work in the factory had improved for child workers by this time
- 5) Is the illustration at the top of this page and this photograph reliable evidence of working conditions in a factory? Give reasons for your answer.

# CHALLENGE

You are one of the four factory inspectors in 1836 trying to enforce the Factory Act. You have seen the evidence of abuse of the law and you are unhappy with the present system. Write a letter to the Home Secretary suggesting ways to improve the law and better methods of enforcing it.

# **What have we learned today?**

Using these sentence starters, discuss what you know now that you didn't do before this lesson. We will share our opinions with the rest of the class. Be prepared to speak.

In my opinion, the Factory Act of 1844 improved / did not improve the lives of Victorian children because...

When analysing evidence it is important to remember that...