

# BILSTON CHURCH OF ENGLAND PRIMARY



Subject	Topic	Year Group	Term	Time Allocation
History	Victorians	5	Summer 1	12+ Hours
End of Key Stage objectives.	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• Recognise the lives of significant individuals in the past who have contributed to national and international achievements.</li> <li>• Compare aspects of significant individuals' lives in different time periods.</li> <li>• Recognise events beyond living memory that are significant nationally or globally.</li> <li>• Note connections, contrasts and trends over time and develop the appropriate use of historical terms.</li> <li>• They should address and devise historically valid questions about change, cause, similarity, difference and significance.</li> <li>• Pupils should understand how our knowledge of the past is constructed from a range of sources.</li> </ul>			
End of Unit Objectives:	<ul style="list-style-type: none"> <li>• I can identify Queen Victoria and make connections between family members.</li> <li>• I can recognise and explain the daily life of a Victorian.</li> <li>• I can make comparisons with workhouses and schools from then until now.</li> </ul>			

- I can explain the importance of events that have impacted changes throughout time.
- I can understand the importance of the 'Industrial Revolution' and its impact.
- I can identify the change in technology with inventions and inspiration from the 'Great Exhibition'.

Lesson Sequence	Time Allocation	Key Question/WALT	Teaching Activities (Possible computing opportunities)	Resources
Lesson 1	1 hour	<p>Who was Queen Victoria?</p> <p>Key Vocabulary: Monarch, Timeline, Reign, Family, House, Coronation, Empire</p>	<p>Share with the children the family tree and discuss these making connections between the different family members. Explain that they will be researching about Queen Victoria. Children need to record the name of monarch, drawing, dates of birth, death and reign, parents' names, names of siblings, name of husband/wife, names of children.</p> <p>Use the resources to gain a sense of life and times of young Alexandrina Victoria,</p>	<p><a href="#">Victorian homelife - BBC Bitesize</a></p> <p><a href="#">KS2: Queen Victoria – The ultimate Victorian - BBC Teach</a></p> <p><a href="#">Queen Victoria   Kensington Palace   Historic Royal Palaces (hrp.org.uk)</a></p> <p><a href="http://www.queenvictoriasjournals.org/search/browseByCalendar.do">http://www.queenvictoriasjournals.org/search/browseByCalendar.do</a> Interactive timeline</p> <p><a href="https://www.hrp.org.uk/kensington-palace/history-and-stories/queen-victoria/#gs.vjwcgb">https://www.hrp.org.uk/kensington-palace/history-and-stories/queen-victoria/#gs.vjwcgb</a> History of Victoria's reign for teacher information</p> <p><a href="https://www.bbc.com/bitesize/topics/zcixhyc/resources/1">https://www.bbc.com/bitesize/topics/zcixhyc/resources/1</a> Useful clips</p> <p><a href="http://www.victorianweb.org">http://www.victorianweb.org</a> Links to info about Victoria</p> <p><a href="https://www.bbc.co.uk/bitesize/topics/zkrkscw/articles/zfdkhhk">https://www.bbc.co.uk/bitesize/topics/zkrkscw/articles/zfdkhhk</a> Basic introduction to Queen Victoria</p> <p><a href="https://www.royal.uk/queen-victoria">https://www.royal.uk/queen-victoria</a> Synopsis of Queen Victoria's reign including a download of extracts from her diary.</p>

		<p>born 24th May 1819. What can you find out together? Create a timeline of important dates and events related to Victoria's childhood and her succession to the throne. Many interactive sites have sketches of significant events and portraits of princess at different ages. Look at how Victoria's childhood was privilege and in what ways lonely? Display and read fictional newspaper article about Victoria's Coronation, then share 'Interesting facts' sheet and her diary account of the day (session resources). What else can you find out about this momentous day?</p> <p>Children will learn about the Coronation which can also be linked with Queen Elizabeth II and King Charles II coronation.</p>	Hamilton Resources
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			Create a fact profile about Queen Victoria, children can draw the Queen and write about key facts about the reign of Queen Victoria.	
Lesson 2	1 hour	<p>Why was the Industrial Revolution a significant event?</p> <p>Key Vocabulary: Factory Acts, Conditions, Domestic and Factory System, Coal, Wealth, Resources, Transport</p>	<p>The Industrial Revolution was the transition from creating goods by hand to using machines. Its starts and ends are widely debated by scholars, but the period generally spanned from about 1760 to 1840. This can be supported with the 'Black Country' and why the region was renowned for its name as the Queen visited Wolverhampton calling it a 'large and dirty' area.</p> <p>Children to create a double page spread of the Industrial Revolution. Print out various pictures and let the children write how significant this revolution was and how it has affected today.</p>	<p><a href="#">When was the industrial revolution? - BBC Bitesize</a></p> <p>Twinkl Resources</p>
Lesson 3	1 hour	<p>What was the change in the Railways?</p>	<p>Explain that when the first railways were introduced in Britain some people were</p>	<p>Twinkl pack</p>

		<p><b>Key Vocabulary:</b> Industrial, Growth, Development, Railway , Iron Horses, Tay Bridge Disaster, Rocket and Rainhill trials</p>	<p>not happy. The railways brought many positive benefits to Great Britain but there were also some concerns about the impact they could have on certain aspects of society. Emphasise the importance of the Industrial Revolution. In pairs children sort the Positive and Negative Cards into two piles – positive and negative effects of the railways. Feedback and discuss. Check children can sort the positive and negative cards correctly. Viewpoints: Look together at the different characters. Can children recognise/discuss which characters might have been in favour of the new railways and which would have been against? Discuss reasons together. Allow children to stick up the Character Picture Cards on the board under the headings For and Against.</p>	<p><a href="#">Why were the railways built? - Transport — canals and railways - National 5 History Revision - BBC Bitesize</a></p> <p><a href="#">How have our railways changed? - KS2 - The Regenerators - BBC Bitesize</a></p> <p><a href="#">Victorian railways - BBC Teach</a></p>
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			<p>Read the information on the Lesson Presentation about each character. Can they identify which characters might agree with which statements on the Positive and Negative Cards? Acting in Role: Give each group of children one of the Character Picture Cards. Children act in role as this character speaking their viewpoint about the impact of the new railways. They can use the Positive and Negative Cards to help but they should also think of their own reasons too by researching about the characters in information books and/or on the internet. Look for children who can explain the viewpoint of their given character in clear detail. Debating Time: Stage a whole class debate to discuss whether the railways are a good idea. Allow each character to put forward</p>	
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		<p>their viewpoints about the railways while the other groups listen. Each child within a character group should be encouraged to contribute. At the end of the debate have a vote. Make sure that children understand they can vote for or against the railways regardless of the standpoint of their own character. Ask some of the children to explain their voting decision. Did anyone change their mind after listening to the opinions of the other characters? Children could write the positives and negatives cards in their book.</p> <p>Big businesses like Sainsbury's Supermarkets and Thomas Cook Travel used the development of the railways to their advantage in their early days. Can you find out more about one of these companies and create a</p>	
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			poster, fact sheet or presentation to explain how they began and how the railways were influential for their growth and development?	
Lesson 4	1 hour	<p><a href="#">What was the Great exhibition?</a></p> <p><b>Key Vocabulary:</b> Inventions, Prince Albert, Inventors, Exhibition, Century</p>	<ul style="list-style-type: none"> <li>• The Great Exhibition - The Great Exhibition took place in <b>1851</b>.</li> <li>• It was a big <b>show</b> where people could see <b>art, inventions</b> and much more.</li> <li>• <b>Prince Albert</b> (Queen Victoria's husband) thought of the idea.</li> <li>• He wanted to <b>show off</b> the work of the best inventors and scientists.</li> <li>• Queen Victoria opened the Great Exhibition on 1st May 1851.</li> <li>• People could see art, musical instruments, precious jewels, and inventions from over 25 different countries.</li> <li>• The world's largest diamond called the</li> </ul>	<p><a href="#">What was the Great Exhibition? - BBC Bitesize</a></p> <p><a href="#">Victorian inventions - BBC Teach</a></p>



			<p>Kohinoor was on show.</p> <ul style="list-style-type: none"><li>• There were over 8 miles of displays.</li><li>• Six million people visited the Great Exhibition in six months.</li><li>• People from all over Britain came to visit on the new railway lines which ran across the country.</li><li>• Many famous people attended, including the writers Charles Dickens and Charlotte Bronte and scientist Charles Darwin.</li></ul> <p>Children could research on iPads – Some of the different inventions that have been introduced. Recap George Stephenson. Children could write about the Great Exhibition and some of the inventions in books. They should think about how these inventions may have improved over</p>	
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			100s of years. Children could also think about their own invention and what it would be used for and how it would be available to the public. Link back to the railways and Industrial Revolution. Would this event have been possible without those events?	
Lesson 5	1 hour	<p><a href="#">What was life as a Victorian?</a></p> <p><b>Key Vocabulary:</b> Sources, Rich, Poor, Census, Population, Growth, Data, Statistics</p>	<p>Explain we are going to find out who lived in our local area in Victorian Times. Have children any ideas about what sort of people might have lived at that time?</p> <p>Show photos from area. What clues can we glean from photos: Rich or poor? What kinds of trades, types of people? How else might we find information? Introduce idea of a census and explain meaning (count of population). The first census took place in 1801 in response to concerns that food supplies might run out</p>	<p>Twinkl Powerpoint</p> <p>Victorian Census 1841 Resource</p> <p><a href="#">Census records - The National Archives</a> - Image of a Census record and why a Census is recorded.</p> <p><a href="#">Street children - BBC Teach</a></p>

		<p>because population was growing so rapidly. Censuses now take place every 10 years. Optional - Show children example of blank census form and look at the type information which is collected. Would it have been the same in Victorian times?</p> <p>The census of 1841 was the first one which recorded people's names so it is an interesting one from the point of view of tracing families in the local area.</p> <p>Show children copies of census results (from 1841 if possible) and explain how you obtained them, e.g., from the library, local museum or online. Discuss kind of info collected: names, age, gender, trades, etc. Discuss 'types' of information, e.g. numbers, single words, restricted choices. Explore that this statistical info can be</p>	
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		<p>analysed. Look at some words used, explain why abbreviations were used (saved time &amp; ink). Their task is to become historical detectives and build a 'picture' of one or more local Victorian families on their page. Children could draw a basic house outline around which they record names, ages and occupations, grouped in family units (some houses had more than 1 family in). Add definitions/images to explain occupations (may need to research these). Record summary of occupants: total number, males/females/adults/children, etc (see session resource for example). Work on 1841 census extract and investigate who lived in the local area; what were their jobs? What were typical names?</p> <p>Write about why this is a good source of information?</p>	
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			How effective it can be? How it compares to picture sources etc.	
Lesson 6	1 hour	<p><b>What were Victorian Workhouses?</b></p> <p><b>Key Vocabulary:</b> Poverty, Factory Act, Poor Law, Tax, Taxpayers, Harsh Conditions, Food Rations</p>	<p>Show the clip of the 'I Want Some More' scene from the 1968 musical film of Oliver Twist.</p> <p>Display comparison of painting 'The Royal Family', 1846 by Winterhalter and photograph of a poor Victorian family (session resources). Ask children how they are similar and different. Families could be very large in Victorian London, and if parents didn't earn enough to feed their families or if they lost their job, the family would be faced with starvation. Many children worked to help earn money for their families. In 1833, the Factory Act made it illegal to employ children less than 9 years old in factories and limited child workers of 9 to 13</p>	<p>The Victorian Workhouse Resource Pack Twinkl <a href="https://www.youtube.com/watch?v=7tOkpntQtBM">https://www.youtube.com/watch?v=7tOkpntQtBM</a> 4-minute clip from film Oliver <a href="http://www.workhouses.org.uk">www.workhouses.org.uk</a> Lots of information about workhouses <a href="#">KS2 History: Dodger's guide to poverty and the workhouse - BBC Teach</a></p>

			<p>years of age to a maximum of 9 hours a day. What does this tell us about children in the period just before Victoria's coronation in 1837?</p> <p>At that time, many taxpayers thought that it was becoming too expensive to look after poor people. In 1834, to control costs, a new Poor Law stated that the only aid given to help poor was to be through the workhouse. Many Victorians saw poverty as a result of laziness and worried that the poor would find the workhouse an easy option, so workhouses had deliberately harsh conditions, with many hours of hard work and insufficient food rations.</p>	
Lesson 7	1 hour	What was it like being in a	<p><i>What did a Victorian school and schoolroom look like?</i></p> <p>View photos and sketches of different types of schools</p>	<p><a href="#">School - BBC Bitesize</a></p> <p><a href="#">KS2/KS3 History: Life at a Victorian industrial school - BBC Teach</a></p> <p><a href="#">KS2/KS3 History: Life at a Victorian reformatory school - BBC Teach</a></p>

		<p><b>Victorian classroom?</b></p> <p><b>Key Vocabulary:</b></p> <p>Punishment, Discipline, Blackboard, Blotting books, Behaviour, Actions, Consequences</p>	<p>found in the (<i>session resource 1</i>) and access online sources to determine the design, layout, furniture, contents, etc, of a typical Victorian school.</p> <p><i>What did children learn in Victorian schools (session resource 2)?</i> Most learning in a Victorian school was done by rote – continuous repetition of facts and information. To illustrate, get your children to repeat a list of dates, or countries and their capital cities.</p> <p>A writing lesson would have consisted of children copying sentences from the blackboard – again repetition was key! They would have used either a copybook with a pen and ink, or a slate and pencil. (If you can, give your chn the chance to try writing with pen and ink, and tell them that Victorian chn were punished for ‘blotting’ their</p>	<p><a href="https://www.bbc.co.uk/programmes/p0115hdq">https://www.bbc.co.uk/programmes/p0115hdq</a> overview of the Victorian classroom (also used in session 1)</p> <p><a href="http://www.strettonhandley.derbyshire.sch.uk/logbook/">http://www.strettonhandley.derbyshire.sch.uk/logbook/</a> Original and digitised logbook records dealing with attendance/lessons/school buildings</p> <p><a href="http://primaryhomeworkhelp.co.uk">http://primaryhomeworkhelp.co.uk</a> search for Victorian schools</p> <p><a href="http://history.powys.org.uk/school1/intro/topicmenu.shtml">http://history.powys.org.uk/school1/intro/topicmenu.shtml</a> Great site for information about Education/children in workhouses</p>
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		<p>books with ink.) Other lessons were focussed on specific 'objects' (including values) – share the object list from 1892 with your class (<i>session resource 2</i>) and discuss what kinds of things they might learn from studying them and which 'objects' they would/would not find interesting to study.</p> <p><i>How was behaviour managed in Victorian schools?</i> Victorian teachers had very little formal training and were responsible for large numbers of pupils. They maintained order by enforcing a strict code of behaviour that reflected the morals and religious values of the day. Explore some <u>proverbs</u> used at time (<i>session resource 2</i>) e.g. 'Spare the rod and spoil the child' and 'Children should be seen and not heard'. Discuss the attitudes towards children embedded</p>	
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			<p>in each proverb. Use non-fiction and online sources to gather details about behaviours expected of children and punishments devised to enforce the strict code of the day. Create a 'Behaviour &amp; Punishment' chart and list examples of expectations and consequences for failing to meet them, including writing lines, corporal punishment, the dunce's corner, back straighteners and finger stocks. Have children write lines – the same sentence 100 times reflecting a trivial 'crime', such as: 'I must not fidget in class.' or 'I must always pay attention.' or 'I must sit up straight.' (You might have them write the same sentence 10 times and work out how long it would take to write it 100 times.) Write a list of top ten most 'unreasonable' rules for Victorian classrooms on the board. Take a class vote to</p>	
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			<p>rank the punishments from least to most severe.</p> <p>Consider the appropriateness of Victorian punishment. Would it be acceptable to use it today?</p>	
Lesson 8		<p><b>How does the Victoria Era Compare to Modern day.</b></p> <p><b>Key Vocabulary:</b> Technology, Compare, Similarities, Differences</p>	<p><i>Recap sections from each lesson so far.</i> Can the children make links throughout each significant event. This lesson would be ideal for a timeline (see resources) of the whole Victorian Era. Children can talk about the events and order the years. This could be completed as a whole class. Can the children link some of these inventions to today's technology. Can they link the Victorian events to modern day events? Take snapshots of important parts for the children to be able to compare to nowadays.</p>	<p>Use previous resources.</p> <p>Venn Diagram</p>
Lesson 9			<p>Trip to Black Country Museum/Humphs Histories</p>	