

TERM: AUTUMN 2

THEME: Human Ingenuity

TOPIC: The Victorians



EXPEDITION OVERVIEW:

This topic will use both factual discoveries and fictional stories to focus on what it may have been like to have lived during the Victorian times. Pupils will become history detectives, using evidence to explain how we know what was happening all that time ago.

Here, we will take a step back in time to discover the impact of the Industrial Revolution on Britain, explore the era of invention and reflect on the rights of children at this time.

Using our 'time machine', pupils will investigate what life was like as a Victorian child whilst partaking in a Victorian School Day. Children should be seen, not heard..apparently!

CULTURAL CAPITAL:

An immersive Victorian school Day to imagine what life may have been like for children in history.

Books:

Wild Boy –  
Rob Lloyd Jones  
Street Child –  
Berlie Doherty

HISTORY KEY CONCEPTS:

These are areas of understanding within our curriculum which are repeated during their Voyage through the school.



- community & culture (art, communication, economy, nation, religion, settlement, story, trade)
- conflict & disaster - (conquest, liberation, occupation, military, peace),
- exploration & invention (discovery, migration, progress, tools),
- hierarchy & power - (country, democracy, empire, equality, government, monarchy, oppression, poverty, prejudice, privilege, slavery, tyranny ),
- cause & consequence,
- change & continuity,
- similarity & difference,
- evidence & interpretation (eye-witness, source),
- significance

**KNOWLEDGE:**



# The Victorians



Victorian Empire (World)

Timeline								
1837	1838	1840	1854-1856	1864	1870	1878	1888	1901
William IV dies and Victoria becomes Queen	Slavery is abolished in the British Empire	Queen Victoria marries Prince Albert	The Crimean War	It becomes illegal for children to work as chimney sweeps	The Education Act allows children to be schooled	Thomas Edison invents the lightbulb	The Football League starts	Queen Victoria dies

Key Vocabulary	
cholera	Due to dirty drinking water, this disease spread and killed up to 23,000 people between 1846-1860.
Great Exhibition	The Great Exhibition London in 1851 as a showcase of culture and history which 6 million people visited.
hanging	Hanging was still used as a punishment up until 1868 when the last public hanging took place.
Houses of Parliament	The Houses of Parliament were rebuilt in 1841 by Charles Barry in a Gothic style after a terrible fire in 1834.
library	Public libraries were opened (the first in Winchester in 1851) as a way of trying to improve education.
Mines Act	The Mines Act of 1842 stopped children under 10 from having to work in mines as they were unhealthy/unsafe.
railways	The Great Western Railway was completed in 1841 and large amounts of railway track was built afterwards.
stamps	In 1840, the first postage stamps came into use. Post boxes were installed and the Royal Mail delivered letters.
steam engine	Stream trains made travel a lot easier, and rich people started to go on holidays to the seaside.
workhouse	If one had no home they could go to a workhouse to work and get food and clothes. Many died of such hard work.


Children were not allowed to shout, complain, interrupt or disagree with anyone. They had to do as they were told and be cheerful and quiet all times!

### General Knowledge

**Famous Inventions**  
 John Calcott Horsely / Christmas Cards (1843)  
 Henry Bessemer / Steel (1854)  
 Christopher Sholes / Typewriter (1874)  
 Alexander Graham Bell / Telephone (1876) Phonograph (1877)  
 Thomas Edison / Lightbulb (1878)

**Schools**  
 After the Education Act of 1870 was passed, many schools were built with a focus on reading, writing and arithmetic. Boys and girls were separated with boys learning woodwork whilst girls were taught about housework. They wrote with chalk on slate and schools were very strict. They ensured all children wrote with their right hands and both the cane and a dunce's hat were used as punishments.

**Rich and Poor**  
 There was a big difference between rich and poor in Victorian times. Rich people could afford lots of treats like holidays, fancy clothes, and even telephones when they were invented. Poor people – even children – had to work hard in factories, mines (until the Mine Act of 1842) or workhouses. They didn't get paid very much money. Rich people didn't have dangerous jobs like these. In fact, some didn't even have to work! They could afford to buy the new inventions coming out like the telephone, the gramophone (for playing music) and electric light bulbs.




### Famous Figures


**Queen Victoria (1819-1901)**  
 Queen Victoria married Prince Albert and had 9 children. She created the biggest Empire in history including Australia, Canada, New Zealand, Jamaica and in 1877 she became known as the 'Empress of India'. Britain's laws were made in Parliament but she made all Prime Ministers explain their plans to her. After Prince Albert died in 1861 she entered a permanent state of mourning and wore black for the rest of her life.

**Charles Darwin**  
 Wrote 'The Origin of the Species' and came up with the theory of evolution. A controversial idea that humans evolved from apes and were not made as they were by God.


**Florence Nightingale (1820-1910)**  
 In charge of nursing during the Crimean War, she saved many lives and continued to improve hospitals afterwards. She received the Royal Red Cross in 1883.



**ASSESSMENT:**



## THE VICTORIANS




Mini-Quiz #1

Name: \_\_\_\_\_  
Date: \_\_\_\_\_

- When was slavery abolished in the British Empire?  
 a) 1868  
 b) 1808  
 c) 1838
- What was cholera?  
 a) disease from dirty water  
 b) disease from harsh workhouse conditions  
 c) disease from working in mines
- What was the name of Charles Darwin's famous book?  
 a) Original Apes  
 b) Origin of the Species  
 c) Origins of Evolution
- What war did Florence Nightingale nurse during?  
 a) World War One  
 b) Boer War  
 c) Crimean War
- What did Thomas Edison invent in 1878?  
 a) lightbulb  
 b) steam engine  
 c) telephone
- Who invented the typewriter?  
 a) Henry Bessemer  
 b) John Calcott Horsely  
 c) Christopher Sholes
- What was the focus for school after the 1870 Education Act was passed?  
 a) history  
 b) writing  
 c) geography
- What was a gramophone used for?  
 a) making phone calls  
 b) weighing items  
 c) playing music
- What did Alexander Graham Bell not invent?  
 a) Phonobooks  
 b) Phonograph  
 c) Telephone
- When did it become illegal for children to work as chimney sweeps?  
 a) 1864  
 b) 1901  
 c) 1888

**Total Score**

\_\_\_\_ out of 10

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## New Knowledge: History

**Retrieval vocab:** advance, artefact, atrocity, authority, century, distribution, employment, empress, engineering, environment, era, gender, goods, historian, improvement, impact, influence, leisure, longevity, luxury, modern, navy, past, population, production, property, rebellion, ruler, technology, territory, transport, travel

**New vocab:** abolition, colony, entrepreneur, feminism, humanitarianism, indigenous, infrastructure, institution, investment, machinery, profit, protest, revolution

**History** is the study of the past, in particular the changes over time that have occurred within human society.

### Overarching enquiry question: **How did the Industrial Revolution and the ideas of the Victorian era impact modern Britain and the rest of the world?**

What can I interpret from historical sources? Who was Queen Victoria?

What was life like for people in Victorian England? How has London's population changed since 1806?

What was the Industrial Revolution?

Which key inventions can we thank the Victorians for?

What was life like for children in the Victorian times? What were their rights? How have these changed?

What was the British Empire?

### History Skills:

I can use dates and terms accurately in describing events.  I can describe the main changes in a period of history.	I can use sources of information to form conclusions about the past.  I can explain that no single source of evidence gives the full answer to questions about the past.	I can describe some of the causes and consequences of the Industrial Revolution.	I can identify periods of rapid change in history and contrast them with times of relatively little change.	I use appropriate historical vocabulary to compare and contrast key people/events/artefacts in history.	I can describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.
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## OTHER LEARNING

**LITERACY** Our learning in Literacy will focus on using our historical understanding to improve our story writing to describe settings as well as taking inspiration from our class novel to characterise speech. Later in the term we will begin looking at discussion texts. 'Wild Boy' will be our class text along with Street Child. Spellings will be taught alongside handwriting to help embed spelling rules, shapes and patterns.

Guided reading will focus on strong links to writing and the ability to 'perform' texts with the correct intonation. We will focus on bringing about a love of the reading experience through the use of rich texts. Our class book will be 'Wild Boy' and they will have one copy each.

**MATHS** Our learning in Maths will focus on revising all four operations which will be built upon to learn more formal methods. Here we will be trying to source the most efficient method in relation to the question being asked. Our rapid recall will focus on multiplication facts and use their multiplication knowledge to support problem solving. Later in the term we shall begin to explore fractions.

**SCIENCE** In science we will recap our knowledge of electricity by describing parts of an electric circuit. We will explore voltage and its effect on an electrical circuit. The class will apply their knowledge to identify and correct problems in a circuit which will be followed by investigating the output of a circuit. The class will end the unit into practice by building a game with an electrical component.

**RELIGIOUS EDUCATION** What kind of king is Jesus?

**PSHE** will have a focus on healthy and harmful relationships followed by consent.

**ART** This term we will be taking inspiration from the work of Victorian designer, William Morris.

**P.E.** PE Days are Mondays and Wednesdays – please can pupils arrive in PE kit for these days. Children will continue to have an outdoor games lesson on a Wednesday afternoon and this will focus on the skills of invasion games. The children will also have an indoor PE session.

**OTHER INFORMATION** Children will be set spellings to learn each week which will be tested on a Monday. Times tables will be set and tested on Monday, Wednesday and Friday. The Homework Grid is on our class webpage.