

History Overview

The Victorians



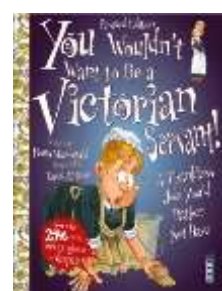
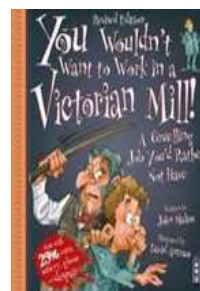
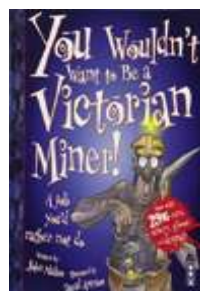
Rationale: The Victorians were great inventors and some of the things they invented we still use today. ... One of the most important developments during the Victorian era was the improvement of communication links, such as stagecoaches, canals, steam ships and railways, not to mention the stamp, the telegraph and the telephone. This study enables the pupils to make links between the past and the present and to view people of the past as pioneers and inventors. Therefore, this history study will address the misconception that people in the past were 'not as clever' as people of today. Pupils will grasp that sometimes primary sources can give an exaggerated view. They will come to understand that people with a 'vested interest' may not always tell the complete truth. This study will also investigate the lives of children in the Victorian Age through which pupils can compare and contrast with their own experiences. It is placed in year 6 because pupils are at an age to be able to grasp that there is not just one fixed view of the past. They will develop the ability to understand why we have different views of the past. This unit of work will broaden children's knowledge of an era beyond 1066.

Pre-Unit tasks: Show a range of images related to the unit of work. Ask children to discuss and write a word or a phrase to show knowledge beside images. <https://www.magiquiz.com/quiz/how-well-do-you-know-the-victorian-era/>

Attention Grabber: <https://www.youtube.com/watch?v=4gKGybl071I> Horrible Histories: Victorian working children.

Enrichment activities / visits: Beamish Victorian school day or a visit to the Victoria Tunnel (Ouseburn) which opened in 1842 to transport coal from Leazes Main Colliery in Spital Tongues to riverside staithes.

Key Class book(s) linked to history study:



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Learning Objectives:

- * To put the Victorian period into historical context
- To use historical sources to find out about the Victorian period
- To find out about the life of Queen Victoria
- To think about why Victoria became such a popular monarch
- To find out about some famous Victorian inventions (e.g. lightbulb, telephone, gramophone, postage stamp etc)
- To explain how new inventions changed people's lives during the Victorian period
- To find out what the Industrial Revolution was
- To explain how Victorian Britain was changed by the Industrial Revolution
- To find out how the introduction of the railways changed travel and trade
- To explain different viewpoints about the new railways
- To find out what sort of jobs were taken by Victorian children
- To explore what life was like for Victorian working children
- To explore why Lord Shaftesbury was an important Victorian figure
- To find out how Lord Shaftesbury's campaigns improved children's lives during the Victorian period
- To find out how rules about who could go to school changed over the Victorian period
- To compare Victorian schools with modern day schooling
- To find out about a Victorian workhouse, who entered, how they were organised, living conditions and the work which was undertaken.
- To find out about typical crimes and punishments in the Victorian period
- To compare Victorian punishments to the modern day justice system.
- To look for evidence in a Victorian census return
- To look for evidence of the Victorians in Newcastle / North East
- To identify the legacy of the Victorians.



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Examples of Key Questions:

- What was Queen Victoria's influence on the 19th century?
- Was Victoria a 'great' queen? How do you know?
- The Victorian Age is often described as a time of inventors. Who should the Dragon's Den investors put most money on?
- What was the Industrial Revolution? How did it change lives?
- What happened at the Trimdon Grange Mining Disaster?
- How can we use historical research to write a report?
- How safe was it to work in Victorian Britain? (i.e. mines)
- Was the coming of the railways a triumph or a tragedy?
- Children working in Victorian factories: was it as bad as they tell us?
- Would you rather work in a mine or a mill?
- What did the typical day consist of for a Victorian domestic servant?
- How did Lord Shaftesbury improve the lives of working children?
- What was it like to go to school in Victorian times? Would you swap?
- Were workhouses necessary? Was there an alternative?
- How were the poor, elderly and sick treated?
- How useful is the film 'Oliver' in helping us to understand Victorian Britain?
- Were the streets safe in Victorian Britain?
- Did Victorian punishments 'fit' the crime?
- What can we learn about Victorian life by using census returns?
- Which Victorian would you celebrate by putting their image on a £10 note? Why?
- What do you think were the most important changes during the Victorian period?
- Should we remember the Victorian times as 'A Golden Age' of tremendous change for the better or a 'Dark Age' of human suffering?
- Why are there different views of the past?
- What is the greatest legacy of the Victorian age?



Impact/Assessment

Most Children will: (secure)

- *place the changes in the period within a chronological framework
- *make appropriate use of dates and terms
- *demonstrate knowledge and understanding about the everyday lives of children in the Victorian period
- *show how some aspects of the period have been interpreted in different ways
- *select and combine information from a range of visual, textbook and documentary sources
- *communicate their knowledge and understanding of changes in Victorian times in organised and structured ways

Less Able Children will: (developing)

- *recognise some similarities and differences between the lives of children from different areas of Victorian society
- * ask and answer questions about the period by using at least one source of information

More Able Children will: (greater depth)

- *describe reasons for and results of particular events
- * use their knowledge and understanding of the Victorian period to make links with other societies and periods
- * select and combine information from a range of sources to reach substantiated conclusions





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Vocabulary

artisan blagger catechism census cholera

crime debtors prison degrading deprivation

discipline domestic service dunce empire

Empress epidemic era factory commission

idlers industrial revolution invention jubilee

mandatory mangle mourn oakum

overcrowded parliament pauper penny black

poor law poverty privy public health

punishment punitive ragged schools reformer

refractory cell reign regimented restrictive

scavenger scullery shilling slum

sovereign typhoid urban wealth

workhouse

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Figure 1: The key features of progression in primary history

Across Key Stages 1 and 2 progression in history is

characterised by:

- an increasing knowledge and understanding of local, British and world history within an increasingly secure chronological framework
- asking and answering more complex questions about the past
- making links and connections within and between different areas of the content specified in the history curriculum
- an increasing understanding of second-order historical concepts such as continuity and change, cause and consequence, similarity, difference and significance
- an understanding of specific historical abstract terms building towards terms such as 'empire', 'civilisation', 'monarchy', and 'democracy'
- an increasing proficiency in the effective use of historical enquiry and selection of sources as evidence
- an increasing awareness of the different ways in which the past is represented and interpreted
- using a greater depth and range of historical knowledge to provide more reasoned explanations
- becoming more independent in learning.



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Figure 4: Suggested history benchmarks as an aid to long-term planning By the age of 7 pupils should:

- have knowledge and understanding of people and events from the recent and more distant past, including from their own lives and communities, as well as from Britain and the wider world. They should be familiar with different stories about significant people and events from the past and where these fit within a chronological framework .
- be able to choose and use parts of stories and other sources to ask and answer questions about the past. They should understand some of the ways in which we find out about the past.
- be able to communicate in different ways about aspects of life in past times and use a wide vocabulary of everyday historical terms.
- be able to demonstrate their understanding of the past by identifying similarities and differences between ways of life in different periods, by using common words and phrases about the passing of time. They should be able to give some reasons why people in the past acted as they did, and identify some of the ways in which the past is represented.

By the age of 9 pupils should:

- have knowledge and understanding of some of the main people, events and periods from the history of their locality, Britain and the wider world and be able to place these into different periods of time. They should have knowledge and understanding about some of the different technological, scientific, cultural and aesthetic achievements along with some of the social, political, religious and economic developments from the past.
- be able to demonstrate their understanding of the past by describing some of the differences and similarities between the periods they have studied and by beginning to suggest causes and consequences of the main events and changes. They should be able to make some links and comparisons between periods of history. They should be able to identify some of the different ways in which the past is represented.
- be able to use a range of sources of information to find answers to questions about the past and begin to select relevant information to support their findings. They should understand how we find about the past by using different sources of information.

By the age of 11 pupils should:

- have knowledge and understanding of some of the significant people, events, and periods from the history of their locality, Britain and the wider world and be able to fit these into a secure chronological framework. They should have knowledge and understanding of different technological, scientific, cultural and aesthetic achievements along with social, political religious and economic developments from the past.
- be able to demonstrate their understanding of the past



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by describing some of the differences and similarities between the periods they have studied and by beginning to suggest causes and consequences of the main events and changes. They should be able to make some links and comparisons between periods of history. They should be able to identify some of the different ways in which the past is represented. • be able to demonstrate their understanding of the past by describing characteristic features of periods and societies from the ancient to the more recent past, and by identifying contrasts, connections and trends within and across periods of history. They should be able to identify and describe some short- and long-term causes and consequences of the main historical events and changes studied. They should be able to identify and describe some different ways in which the past has been interpreted. • be able to use different sources of information to help them investigate the past and use relevant information to support their findings. They should understand how our knowledge of the past is constructed from a range of sources. • be able to describe past events, people and developments using dates and terms appropriately and select and organise information to communicate their understanding of the past in different ways.