

Topic:	Year group: 3	Term: Summer
Victorian Britain	3	10 sessions

Background knowledge

We often talk to children about the benefits that brought so many people into industrial towns in the first half of the nineteenth century. But we probably need to stress more, as a recent study has shown, that the rural peasants often had a better diet than their industrial town neighbours. Partly this was due to being paid in kind rather than wages. Many would have kept a cow, grown potatoes and had better access to milk than those in cities. At Sandhurst recruits tended to be taller the further they lived from big industrial centres. As always, when making generalisations about Victorian Britain we need to be mindful that it was a very long reign which saw massive change decade on decade. Much of the poverty that Dickens described certainly diminished after 1860 as people grew wealthier and there was more availability of food.

What should I already know?

Children may have some knowledge of Queen Victoria. Links to the fiction novel 'Oliver'.

National Curriculum Objectives / Key Skills	The Journey
NC: a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 Characteristic features of society: I am secure in understanding the main differences between today and the period being studied. I know that not everyone in the past lived in the same way. Enquiry: I can extract simple information from text/pictures/objects showing basic comprehension. I can make simple deductions about what text means based on what is included e.g. <i>the teacher in the photograph of Victorian school is holding a cane, they must be strict.</i> I can start combining information from more than one source e.g. CD-Rom, compared with video, oral evidence.	1. Why did so many families move to towns in Victorian times? (<i>Keystage history.com</i>) 2. What was life like in Victorian cities? (<i>Keystage history.com</i>) 3. Children working in Victorian factories: was it as bad as they tell us? (<i>Keystage history.com</i>) 4. Carry out independent research on the day in the life of a Victorian child (Planbee) (<i>Keystage history.com</i>) 5. Can you write about going to school in Victorian times using just photographs? (<i>Keystage history.com</i>) 6. Investigate what Victorians did in their leisure time (Planbee) 7. Create a biography on Queen Victoria. 8. What were the differences and similarities between Queen Victoria and Queen Elizabeth I? (<i>Twinkl resources</i>)

Interpretations:

I can identify differences between versions of the same event e.g. the video gives a different view to what we have just read

9. Ask and answer our own questions on the Victorian era.
10. Was the Victorian era a dark age or a golden age? (*Keystage history.com*)

Comparisons/links with other topics:

How different/similar were Victorian and Tudor leisure times?

Possible answer: What you could do in your leisure time depended on how rich or poor you were. Both rich Victorians and Tudors could afford to play sports and hunt animals. Seaside holidays became popular in Victorian Britain, which wasn't something that Tudor people did. Victorian children had better toys to play with than Tudor children because Victorian factories started producing toys on a large scale, making them cheaper to buy. Schools were strict in both Tudor and Victorian times. It was mainly rich boys who received an education in Tudor times, whereas more boys and girls from different families were able to attend school in Victorian. In 1880, school was made compulsory for children aged between 5 - 10.

What were the differences/similarities between Queen Victoria and Elizabeth I?

Differences:

Elizabeth never married or had any children while Victoria married and had a large family. The changes that happened in the country were different at the time they lived. Elizabeth saw a lot of change in the arts and theatre became very popular. Victoria saw lots of industrial change; people's jobs changed and many factories were built and many people moved into cities.

Similarities:

Both became Queen at a young age.
Both lived to an old age despite several assassination attempts.
They were the last monarch of their families (Tudor and Hanover).
They saw lots of changes happening in the country at the time.

Comparing significance with the Stone Age: What was more significant beneficial to our world - the invention of farming or the invention of factories in the Victorian age? See if the children can come up with their own ideas and justifications.

Extension: Which ruler experienced the most change? Why do you think this?

Outcomes

Working towards: Children will be able to use sources such as photographs and will be able to make simple comments on what they think life may have been like in Victorian times. They will be able to provide simple explanations with support when answering enquiry questions.

Expected: Children will be able to develop some of their responses to the sources and may mention more than one source in their answers. They will be able to answer enquiry questions with little or no support.

Exceeding: Children will be able to use a range of sources to find out about Victorian Britain and will be able to provide confident answers to enquiry questions with little or no support. They may suggest which sources were most useful to them and can suggest news lines of enquiries.

Key Vocabulary

Timeline / Diagrams

Key Vocabulary	
arithmetic	Learning about maths and numbers.
industry	A group of companies that all produce the same thing.
Industrial Revolution	A time of major change in the way products were made.
invention	A new thing that someone has made.
livestock	Farm animals.
migrate	Move to a different area to find work or better living conditions.
reign	To control a country.
rural	The countryside.
revolution	A big change in something.
typhoid	A bacterial infection that can spread throughout the body.

Key Dates	
1838	Queen Victoria crowned aged 18.
1840	Queen Victoria married Prince Albert.
1842	Children under 10 can no longer work in underground mines.
1844	Children aged 8-13 can no longer work for more than 6.5 hours per day.
1856	Each county has to have its own police force.
1861	Prince Albert died of typhoid .
1864	Children under 10 can no longer work as chimney sweeps.
1870	Schools are built for children aged 5-10.
1872	The first FA Cup Final takes place.
1880	The Education Act makes schooling compulsory for all children aged 5-10.
1901	Queen Victoria dies and Edward VII becomes King.

Key Inventions							
1800s- Railway Network		1838- Photography		1840- Penny Black Stamp		1843- Christmas Cards	
1852- British Pillar Post Box		1852- Public Flushing Toilet		1863- London Underground Railway		1872- The Penny-Farthing Bicycle	
1876- Telephone		1879- Electric Bulb		1885- Petrol Motor Car		1895- X-rays	

Key people / places

Queen Victoria: Between 1837 – 1901, Queen Victoria reigned over Britain. During her 63 year reign, there was a huge contrast between how the rich and poor Victorians lived. Queen Victoria led the expansion of the British empire and saw major changes to all aspects of Britain due to exciting discoveries and inventions.

Industrial revolution: A period of huge change in Britain between 1750 and 1900. People began to realise that coal and steam could be used to power factories, large machines, flour and cotton mills. Huge factories were built and towns expanded.

Assessment questions / outcomes

- What reasons did families move to the towns for? Did it benefit the families or not?
- What sources were most useful in learning about life in the cities? How does it compare the life in the cities now?
- How difficult was it for children to work in factories?
- In what ways did Victorian railways change Britain?
- What sort of clothes, food or hobbies did Victorian children have? Would their experiences have all been the same?
- What do you think going to a Victorian school would've been like? How can we compare this to the modern day?
- How useful did you find the census?
- Would you have wanted to be a climbing boy? Why/why not?
- What leisure activities did Victorians enjoy? Would it have been the same for rich and poor? Do we still enjoy the same hobbies today?
- What is a biography? What are the most important things to include in a biography?
- How should we remember the Victorian age?