

Victorians (History)

Autumn 1 – Class 3

Experience Day opportunities: <http://www.victorianschool.co.uk/activities.html>

Session	Learning Intention	Vocabulary	Core Knowledge	Task	Key questions
One	To put the Victorian period into historical context. To use historical sources to find out about the Victorian period.	Victorian Past Queen Victoria	(20 June 1837 – 22 January 1901)	This is a what do we know and an exploration session. Children to take pre-topic quiz and stick these in their books. In groups, use technology and physical resources to explore the Victorian period and put it into historical context. Children should collect dates for their findings so that they can feedback to class at the end of the session and a timeline could begin to be created as a class.	When did the Victorian period begin and end? Who were key historical figures of the time?
Two	To find out about the life of Queen Victoria. To consider why Victoria became such a popular monarch.	Prince Albert Balmoral Tartan	Victoria became Queen as a very young girl (aged 18), but did the job well from the start, vowing 'I will be good'. She had a successful marriage to the German Prince Albert, who was an excellent source of advice and who she loved very much. Victoria made some sensible political decisions, spending a lot of time in Scotland which strengthened the Union, and forming strong relationships with Prime Ministers.	Complete a chart of the different areas in which Victoria made sensible decisions: Marriage, Politics, Family, Scotland. Or, complete a timeline of the main events during Queen Victoria's reign. Look at three celebrated depictions of Queen Victoria and consider how she was presented to the British people. (The BBC Primary site has many resources https://www.bbc.co.uk/teach/class-clips-video/ks2-queen-victoria-the-ultimate-victorian/z79vhbk Complete a piece of extended writing explaining how Victoria became such a popular monarch. GD children could compare previous monarchs, given they are able to explore this during the session.	What sort of Queen was Victoria? What good decisions did she make when she first became Queen? What was Queen Victoria's relationship with Scotland?
Three	To find out about some famous Victorian inventions. To explain how new inventions changed	Industrial revolution Technical revolution Technologies Inventions	Following the industrial revolution, there was a technological revolution (sometimes known as the second industrial revolution). This saw the invention of a number of technologies that we still enjoy today.	Quiz pupils with a list of 12 inventions, and a number of questions could be asked about the inventions. Pupils put them in a line according to which was invented when. Or, pupils have to guess whether the invention existed before or after 1900. Once this is done, pupils can design an inventions timeline. They could then write an argument about which one was the most important invention of the Victorian age and why.	Why did so many inventions occur during the nineteenth century? What was the most important invention of the Victorian Age?

	people's lives during the Victorian period.		For example, the first telephone was invented in 1876, the first film in 1894, and the first aeroplane in 1603.	Extended writing opportunity: Design an advert for new technology and persuade the Victorian audience how this 'new invention' would change their lives. DT opportunity: Re-create a simple technology.	
Four	To consider how much of the modern world as we know it was already in existence by 1900.	Compare and contrast Similarities and differences	<p>Many aspects of life by 1900 were not that dissimilar to today. Street lighting, medicines, trains, the motor car, department stores and compulsory education were all in existence by then.</p> <p>In 1870, Parliament made education compulsory for every British child up to 11 years old, beginning the age of mass education.</p> <p>When Queen Victoria celebrated her Diamond Jubilee, it was captured on a new invention— the moving camera.</p>	<p>Ask the pupils to list their favourite hobbies (shopping, football, computer games) and consider how many of them existed by 1900.</p> <p>Watch footage of old films online, for example: one of Queen Victoria's Diamond Jubilee procession. https://www.youtube.com/watch?v=pTG9NJTZFKk</p> <p>The https://www.museumoflondon.org.uk/families/fun-home/virtual-tour-victorian-walk has an interactive tour of a Victorian walk which can give pupils an idea of life for Victorians. Also, rooms through time: https://www.museumofthehome.org.uk/whats-on/rooms-through-time/</p> <p>http://www.victorianschool.co.uk/vic_resources.html</p> <p>Extended Writing opportunity: Write a factual piece of writing comparing 1900's to present day, deciding if it is very similar or quite different, using evidence to back their argument.</p>	<p>Is life very different now?</p> <p>What would life be like now if the inventions/laws never came about?</p>
Five	To consider how childhood has or has not changed over time.	Lord Shaftesbury Dr Barnado Segregation Rote Learning Childhood Education	<p>Talk about Lord Shaftesbury and Dr Barnado and how they helped children.</p> <p>School life videos and info: https://www.twinkl.co.uk/blog/what-were-victorian-schools-like-for-children</p>	<p>Discuss ways of spending spare time, and ask the children to list their interests and those of others in their families. Ask them to consider which would have been possible in 1890 and which not, giving reasons. Discuss with the children what leisure interests may have been available.</p> <p>Give the children a range of sources on Victorian leisure pursuits, <i>eg artefacts, textbooks, contemporary paintings, pictures</i>. Ask the children to complete a table listing each leisure pursuit and describing it.</p>	<p>How did different Victorian children use their spare time?</p> <p>Who helped to improve the lives of Victorian children?</p> <p>What was it like going to school at the end of the nineteenth century?</p>

		Similarities and differences 19 th Century		<p>Show the children pictures of school life at the end of the nineteenth century and discuss how school appears different from today, <i>eg uniforms, architecture and interiors of classrooms.</i></p> <p>Referring to the time line, talk briefly about the 1870 Education Act, and how schooling was not free until 1891. Use sources to illustrate aspects of school life at this time, <i>eg extracts from stories, school logbooks, inspection reports.</i></p> <p>Drama opportunity: Ask the children to produce a conversation between two children, one established in school and the other a new arrival who had been working in a factory, mill or mine for years. Select children to present their work to the class.</p> <p>Extended Writing opportunity: The children could write a discussion on the differences of certain children's view/experience of school life.</p> <p><i>You could design or re-create a Victorian gender led activity (girls may have made dolly peg dolls/sewing etc, boys – craft a boat/carpentry as part of DT)</i></p>	
Six	To explore the work of designer William Morris. To use the work of William Morris to influence my own print design.	William Morris Design Print Motif Pattern symmetry	William Morris , (born March 24, 1834, Walthamstow, near London, England—died October 3, 1896, Hammersmith, near London), English designer, craftsman, poet, and early socialist, whose designs for furniture, fabrics, stained glass, wallpaper, and other decorative arts generated the Arts and Crafts movement in England and revolutionized Victorian taste.	<p>Children to research the work of William Morris.</p> <p>Design their own motif, use printing kits to make their own print.</p> <p>Evaluate their design.</p> <p>Extended writing opportunity: Instruction writing.</p>	<p>What is a motif?</p> <p>Can I observe, evaluate my own work and that of others?</p> <p>Can I create a motif/print in the style of William Morris?</p>
Seven (If needed)	To explore the influence of Victorians at Christmas.	Traditions Henry Cole	http://www.bbc.co.uk/victorianchristmas/history.shtml	<p>Art and DT: create traditional Christmas traditions – crackers and Victorian style Christmas cards.</p> <p>Extended writing opportunity: Information text– who was the influencer who introduced each Victorian tradition? Little biography of the creators and how influential the tradition was. (Henry Cole – Christmas Card, Crackers – Tom Smith)</p>	<p>Who created the first Christmas Card?</p> <p>How has the Victorian Christmas influenced traditions over time?</p>

Why do you think society holds on to these traditions?

Queen Victoria



What I know already:

Inventions and everyday life
What I know already:

Childhood
What I know already:

MY CONCEPT MAP ABOUT:
THE VICTORIANS

Influencers (art and tradition)
What I know already:

What else do I know?

Assessment:

Expectations

Some children will not have made so much progress. They will be able to:

Most children will be able to:

Some children will have progress further. They will be able to:

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

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 to children's lives in Victorian times in organised and structured ways

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

Children Achieving:

Children Achieving:

Children Achieving:

Victorians Quiz

1. When did the Victorian period begin and end?

2. Name the monarch of the Victorian era. BONUS: what was the date of their reign?

3. Why was the monarch of the Victorian era popular?

4. Name some inventions that came out of the Victorian era. BONUS: How did they change the lives of the people?

5. What are some similarities and differences between the Victorians and present day:

Similar	Different

6. Who were two key figures who helped children in the Victorian era? How did they help?

7. Who revolutionised Victorian Art and Design?

8. What Traditions came from the Victorians at Christmas? BONUS: Name the influencers.

William Morris Print Planning and Evaluation

Design 1:

Design 2:

What do you know about this design?

What do you know about this design?

Now describe what is the same about each design:

Now explain what is different about the two designs:

Which design do you like the best? Why?