

Victorians

YEAR 6: AUTUMN 1

<p>COVERAGE:</p> <ul style="list-style-type: none"> ➤ Victorian Britain <ul style="list-style-type: none"> - Rich and poor –housing- life expectancy - Increased affluent - Children - Law and rule - Education - Agriculture ➤ Industrial revolution <ul style="list-style-type: none"> - When? - Why? - How? - Effects? - Factories - Workhouses - Global expansion - Inventors and inventions ➤ Monarchy <ul style="list-style-type: none"> - Queen Victoria/ reign - Prince Albert / death - Changes after Alberts death ➤ Education and Childhood <ul style="list-style-type: none"> - Victorian children - Victorian schools - How does it differ from today? 	<p>KEY LANGUAGE AND VOCABULARY:</p> <p>British Empire Factory Queen Victoria Prince Albert Workhouse Reformer Pauper Slum Sovereign Emigration Poor laws Workhouse Isanbard Kingdom Brunel Alexander Graham Bell Chimney sweep William Morris Servant Maid Cane Reign Monarch Writing slate Bonnet Orphan</p>	<p>KEY QUESTIONS:</p> <ol style="list-style-type: none"> 1. When did the Victorians come about? 2. Who ruled during the Victorian period? 3. How long did they rule for? 4. What was society like? 5. What was it like to live at as a rich/poor individual during Victorian times? 6. What was Victorian schooling like? 7. How does it differ from our own? 8. What were Victorian homes like? 9. When did the Industrial revolution occur? 10. What effect society did it have on society and rural Britain? 11. How did Britain change? 12. What were factories like? 13. Who worked in the factories/ 14. What were working conditions like? 15. What are workhouses? 16. How did Victorian children lives differ from our own. 17. What was life expectancy during Victorian times? 18. Who was leading change during IR? 19. What inventions came about? 20. How did that affect our society? 21. In what ways did the countryside change following the IR? 22. What attitudes did the V have towards natural resources? 23. What were the causes of conflicts with factory owners and how was that solved? 24. Do similar conflicts happen today? 25. How far and in what ways can the Victorian age be described as a “golden age”? Is this true for everyone who lived through it?
<p>KEY SKILLS AND KNOWLEDGE</p> <ul style="list-style-type: none"> • I can understand Chronological order. • I can find out information about Victorian Britain/ inventions of the time. • I can use a range of Primary and Secondary sources. • I can research the cause and effects of the industrial revolution. • I can describe some of the main events, people and changes in Victorian Britain and the wider world. • I can say what was different and similar about different times in the past. • I can tell you about key people, events and changes from a period. • I can understand what Britain was like in the Victorian Era (1819-1901). • I can recognise significant turning points in British history. • I can understand historical concepts such as continuity and change, cause and consequence, similarities, difference and significance, and use them to make connections, draw contrasts and ask historically valid questions. 		
<p>ENRICHMENT:</p> <ul style="list-style-type: none"> • Nothe Fort- Victorian classroom • DEED resources • Victorian toys/items • V&A museum London 	<p>PUPIL LEADERSHIP:</p> <p>Small group (4/5) presentations on:- (Suggestions)</p> <ul style="list-style-type: none"> • Brunel • Inventions <p>Finale- Victorian Quiz /trip.</p>	