



Subject: History – Were the Victorians good for us?

Year Group: 5/6

Term: Autumn 1

| | What? <i>Learning Challenge Skill Taught</i> | How? <i>Teaching Activities and Differentiation</i> |
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Session 1

Can you use a timeline to order key events from the Victorian era?

Starter

As a class, complete the online Kahoot quiz on the Victorians – working in teams to answer 10 questions that will be covered during the topic.

Input

Introduce the chn to the topic of the Victorians – what do you already know about them? Create a mind map of previous knowledge on the IWB to be printed and added to books – possibly also add here what they would like to know during the topic.

T to use the PP to give a brief overview of the Victorian era, with mention of some of the key events and people from the time.

Briefly recap with them how to use a timeline – for Y6, think carefully about the spacing on the timeline, when we would start and end the timeline etc.

Task

LA/MA – read through the event cards and order them along the table timeline correctly (mixed ability pairs)

HA – read through the information about the Victorians and extract what they believe to be key events. Add to the table timeline using WB pens to write on the table. T to support with discussions as what we think would constitute a significant event.

Photos to be taken as evidence.

Session 2

Can you explore the lasting impact of Queen Victoria's family?

Starter

Two Truths and a Lie – following on from the quiz completed last week, chn to begin building up their Victorian knowledge by identifying the lie in each group – allow time to discuss each fact and for chn to suggest reasons for their answers.

Input

Create a mind map on the IWB of things that we already know about Queen Victoria – T to support chn in adding prior knowledge and challenging misconceptions.

Discuss with children how we find out about our family trees – Mrs Shepherd to model her family tree using the ancestry.com information collected over the summer – why is this important? How do our ancestors shape us? TTYP.

Give chn 5 mins to sketch out knowledge of their own family trees with a partner using the template provided.

T to begin to model QV's family tree, both before and after – chn to focus mainly on her subsequent family members and how they are linked to other royal families. As modelling, think also about the repeated use of royal names, such as George – why use the same name over and over? What is the significance? Can we use prior learning to suggest reasons for not using certain names? *(Record discussions if possible).*

Task

Complete Queen Victoria's family tree through online research – find out which countries still have a royal family linked to a descendant of Queen Victoria.

Extension: Ask the chn to think about how these links could have had an impact on the rest of the world – did it increase the strength of Britain or weaken it? What might have been different if Victoria had not had so many children?

Session 3

Can you find out about significant changes that the Victorians made to industry and medicine?

Starter

Correct the timeline – on the IWB, display 10 key events from the History topics previously studied and ask the chn to re-arrange them correctly on the timeline – note the discussions of BC and AD, check chn's understanding of the eras (*note any misconceptions to be tackled through intervention*).

Input

Watch the range of videos and read through the information provided to gather information about the changes brought about by the Victorians:

<https://www.youtube.com/watch?v=xLhNP0qp38Q>

<https://www.youtube.com/watch?v=46foHFXUvC8>

<http://www.simplehistory.co.uk/time-travel/victorian-medicine/>

T to support chn in beginning to pull out key information and to 'think forward' about how these changes were long lasting – what evidence of these can we see today? Were they all successful changes? Did they all survive?

Model the completion of the table, focussing support on LA group.

Task

Complete the table – invention, impact, lasting legacy – can we track how the changes made by the Victorians have affected our lives today. For each example, complete the table to show the range of changes made.

LA chn to focus on 1-2 major changes, e.g. the development of the railways to identify the impact of the changes.

Session 4

Can you investigate how the lives of the poor changed during the Victorian era?

Starter

Where did it come from? Chn to match a range of inventions to their original designers, e.g. where did money come from? Who first invented the flushing toilet? Encourage chn to show an understanding of how the past affects the future.

Input

Display a range of photos of poverty-stricken areas from Victorian London – TTYP about what you see and what you think the photos show.

T to lead input about the lives of the poor – use the PP to develop an understanding of what life was like for them – look at both working men and women+chn – did everyone suffer the same?

Ask chn to think of ways in which we could help if this was London today – explain that there is still extreme poverty in Britain that many of us don't know about. TTYP about chn's ideas and then explain that some changes were made, led by Victoria's husband Prince Albert.

Model activity, using topic to be given to LA group to provide scaffolding for independent work.

Use this to open up

Task

Give each of the 4 groups a key figure or event to look at:

Dr Banardo

Lord Shaftesbury

The Poverty Act

Social Housing

Groups to research and create a poster/information page about their area. It should answer these key questions:

1. Who made the changes?
2. What did they aim to do?
3. How would they have helped the poor?
4. Do you have any tangible examples?

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| <p>Session 5</p> | <p>Can you explain how the lives of children were changed during this time?</p> | <p>Starter 9-box challenge – chn to correct the mistakes in each of the 9 boxes (3 Victorian, 3 WWI, 3 monarchy)</p> <p>Input Use the PP to learn about life for both rich and poor Victorian chn – focus on key areas of family, schooling, diet and leisure activities.</p> <p><i>(Allow for chn's interests to help direct your research here)</i></p> <p>Task Compare the lives of a rich vs. Poor child, with reference to schools, workhouses etc – chn to write a diary entry from both perspectives to compare their lives.</p> <p>LA – chn to sort the information cards and discuss the differences. Use these to create a comparison table of rich/poor children.</p> |
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| Session 6 - Milestone Task | |
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| Task | Skills Being Assessed |
| <p>Was the Victorian era a significant turning point in British history? Which of these changes was the most significant and why?</p> <p>Chn to gather evidence from their work in previous lessons and use it to construct an argument for what they believe was the most significant change brought about by the Victorians. They must support this with evidence.</p> <p>LA chn to read through the evidence cards and use them to prompt a discussion over which change as the most significant and why. T support to record this as a video for SeeSaw.</p> | <p>Year 5</p> <div data-bbox="1167 1050 1509 1198"> <p>I can understand some features of key themes, people and events.</p> </div> <div data-bbox="1167 1198 1509 1406"> <p>I can sequence a number of significant events, objects, themes or people from topics using dates and key terms with increasing independence.</p> </div> |

I can describe some of the significant issues within a topic.

I can give valid reasons for some changes and developments that are important within the topic.

I can reach a valid conclusion based on my own historical questions and answers.

Year 6

I can provide an overview of significant features key themes, people and events.

I can **independently** sequence a number of significant events, objects, themes or people from topics using dates, period labels and key terms.

I can explain reasons why aspects of a particular theme or event were significant.

I can compare similarities and differences within and across topics in terms of progress or type of change.

I can reach a substantiated conclusion to an independently planned and investigated enquiry with suggestions for development.