

# #WeAreHistorians

Unit of Learning

Year 2

Autumn

Victorian Children

## Overview

Children learn about the lives of children in the Victorian Era and how they were different to their own. They explore jobs that children at the time would have undertaken and how the school system differed from that which we have today.

## National Curriculum Objectives

Children should be taught about:

- ❖ Changes within living memory - used to reveal aspects of change in national life
- ❖ events beyond living memory that are significant nationally or globally
- ❖ the lives of significant individuals in the past who have contributed to national and international achievements - used to compare aspects of life in different periods
- ❖ significant historical events, people and places in their own locality

## Disciplinary and Procedural Knowledge

<u>Chronological Knowledge and Understanding</u>	<u>Historical Enquiry</u>	<u>Interpretations of history</u>	<u>Continuity and Change</u>	<u>Cause and Consequence</u>	<u>Similarities and Differences</u>	<u>Historical Significance</u>
<ul style="list-style-type: none"> <li>❖ Develop an awareness of the more distant past beyond their lifetime</li> <li>❖ Use common words and phrases relating to the passing of time</li> <li>❖ Know where all people/events studied fit into a chronological framework</li> <li>❖ Identify similarities / differences between periods</li> </ul>	<ul style="list-style-type: none"> <li>❖ Understand some ways we find out about the past and utilise these with peers</li> <li>❖ Ask and answer questions to explain why people in the past acted as they did</li> <li>❖ Choose and use parts of stories and other artefacts, pictorial and written evidence sources to show understanding</li> </ul>	<ul style="list-style-type: none"> <li>❖ Identify different ways in which the past is represented and begin to talk about evidence sources</li> <li>❖ Identify fact and opinion from sources</li> <li>❖ Identify differences from different sources e.g. 2 versions of the same event from different viewpoints</li> </ul>	<ul style="list-style-type: none"> <li>❖ Identify similarities / differences between ways of life at different times, their own life time, their parents' lives and a period of history beyond that in a place they have learned about</li> </ul>	<ul style="list-style-type: none"> <li>❖ Recognise why people did things linked to knowledge of the period in history being studied</li> <li>❖ Consider, with support, why events happened and what happened as a result</li> </ul>	<ul style="list-style-type: none"> <li>❖ Make simple observations about different types of people and events within a society</li> </ul>	<ul style="list-style-type: none"> <li>❖ Talk about important people from the past and recall their stories e.g. in a simple historical account</li> <li>❖ Talk about the legacy of the significant people</li> <li>❖ Say whether they are inspired by the significant people and why</li> </ul>

## Key Threads in Our Curriculum

### LEGACY



What has been left behind by the civilisations we study and how do they still impact us today?

### MIGRATION



Did the civilisations we study invade or migrate to England?

### WOMEN



How are the lives of women different to ours today and how are they impacted by the events we study?

### CHILDREN



How are the lives of children different to ours today and how are they impacted by the events we study?

## Website Links / Texts

<https://www.primaryhomeworkhelp.co.uk/victorians/children/>

<https://www.readingmuseum.org.uk/schools/virtual-sessions/victorian-childhood-virtual-session-for-ks1>

<https://schoolreadinglist.co.uk/books-for-topics/victorians-topic-books/>

## Key Knowledge - End Points


- ❖ To know Queen Victoria ruled in the Victorian era
- ❖ To know examples of jobs that poor children had to undertake during this time
- ❖ To know some differences between poor and wealthy children's daily lives
- ❖ To compare the lives of Victorian children with that of children today

## Unit Vocabulary


mine	workhouse
trapper	factory
chimney sweep	cane
pauper	dunce
abacus	slate

## Lesson Sequence

To know who Queen Victoria was and when she ruled	To know what workhouses were like and the condition of these for children	To know what sorts of jobs children in the Victorian Era could have	To understand what a school day in the Victorian Era would have been like	To know the compare the lives of rich and poor children from this era	To understand how lives have changed for children over time
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## Suggested Retrieval Task



Place these events onto the timeline in chronological order	Name two nurses you have learned about that helped soldiers in the Crimean War	Explain in one sentence what a workhouse was	When did the Great Fire of London happen and who started it?	What do Queen Victoria and Florence Nightingale have in common?	Which Victorian job do you think was most dangerous - a trapper or a chimney sweep?
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## Activity

Create simple timeline to add Queen Victoria's key points to (to be added to as new events discussed)  Research on Queen Victoria carried out and poster/biography/fact file created	Sources describing workhouse conditions explored together - some good, some bad  POV from a supporter of workhouses and a critic of them chosen by children and points given why	Create recruitment adverts/posters for a range of jobs that Victorian children could have had - use this format to explain details of jobs and pay (if any!) etc.	Victorian school lesson - classroom environment to mimic Victorian classroom and all to roleplay as Victorian children (inc. breaktime for games etc. where possible)	Examples of lives of two different children from different classes given - children find similarities and differences between the two	Learning throughout topic compiled and used to create infographic split into different sections comparing children now and Victorian children
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## Assessment

Accurate information on Queen Victoria collected and relayed in appropriate manner  Chronology knowledge evidenced in timeline	Children can identify opinions for and against an issue and give simple reasons why	Facts about jobs for children relayed and matched to appropriate jobs	Understanding of differences in environment and equipment shown through roleplay	Accurate similarities and differences between the classes identified	Appropriate comparisons made between own lives and past, and facts sorted into groups accurately
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