



Topic	The Victorians and the Industrial Revolution
Big Question:	Why do historians refer to the Victorian age as 'The Great Changes'?
National Curriculum:	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

All history lessons focus on the following skills - lesson 1 will always focus on children's chronological understanding

Historical Skill	Example of how it might look in a lesson (also see progression of skills document)
1. Chronological understanding	Use of timelines and reference to where this unit fits.
2. Knowledge and understanding of events, people and changes in the past	Gaining knowledge (including from selected books).
3. Historical Interpretation	Forming opinions, explaining and giving reasons, asking questions
4. Historical Enquiry	Using sources / research lessons

Key Technical Vocabulary	era age period crowned constitutional monarchy absolute monarchy consort coronation parliament empire empress commute suburbs seaside holiday trade employment industry foundry economy agriculture coal revolution urban sprawl migration census slum employment social class occupation inequality aristocracy labourer textile mills mines empire territory colonies emigrate export import Pax Britannica infrastructure flogging penal colony hanging literate illiterate dame 'ragged' legislation act.
Themes Covered	Cultural Development, Technological Innovation, Empire, Monarchy, Invasion and Social Change

Lesson and Learning outcomes	Key knowledge	Key Vocabulary (used in the lesson)	Independent Work (example of how this might be facilitated)
<p>1) Know: Children can place the Victorian period within a broader chronology of previously taught time periods. Explain: Children can explain how some events in a timeline are causal and interconnected.</p>	<p>Victoria was born in 1819.</p> <ul style="list-style-type: none"> • The Victorian Age is the time when Victoria reigned as Queen of Great Britain from 1837 to 1901 (64 years). • 1825 - The first public train ran on the Stockton and Darlington line. • 1837 - King William IV died and his young niece Victoria was crowned Queen, aged 18. • 1840 - Queen Victoria marries Prince Albert. • 1840s - The rapid expansion of the railways. • 1842 - The Mines Act • 1844 - The Factory Act • 1851 - The Great Exhibition • 1870 - The Education Act • 1977 - Victoria becomes Empress of India • 1899 - The Boer War begins • 1901 - Queen Victoria dies aged 81 	<p>era period crowned</p>	<p>Order events on a timeline (or create their own timeline)</p>
<p>2) Know: Children know some simple facts about Queen Victoria. Explain: Children can explain what a constitutional monarchy is and how this is</p>	<ul style="list-style-type: none"> • When Victoria took the throne, public opinion of the monarchy was very low. Her predecessors George IV and William IV had not been popular kings. • Victoria was crowned in Westminster Abbey. During the coronation, she helped an elderly lord who had fallen over. This story of kindness spread quickly and the British people saw her as a kind and caring queen. • In 1840, Victoria married Prince Albert. Victoria gave him the title of Prince Consort to acknowledge his important contribution to ruling Britain. 	<p>constitutional monarchy absolute monarchy consort coronation parliament empire empress</p>	<p>Explain a constitutional monarchy means that whoever is on the throne does not have the power to make laws. This can only be done by Parliament.</p> <p>Explain an absolute monarchy is a form of monarchy in which the monarch rules in his or her own right or power. In an absolute monarchy, the king or queen is by no means limited and has</p>

<p>different from an absolute monarchy.</p>	<ul style="list-style-type: none"> • Victoria took her duties as Queen very seriously. She worked closely with ministers and had great ambitions for the British Empire. • Britain had become a constitutional monarchy meaning that power rested with the government, not the Queen. 		<p>absolute power.</p> <p>Watch video: https://www.bbc.co.uk/teach/class-clips-video/ks2-queen-victoria-the-ultimate-victorian/z79vhbk P4C linked to one person having the right to rule (British Values / Rule of Law / Democracy link) Picture of Queen Victoria in the centre of the page with facts about Queen Victoria's life.</p> <p>Use chromebooks to find out facts about Queen Victoria's life. Give children a wordbank of key vocab that they must include.</p>
<p>3) Know: Children know the key changes brought about by the growth of the railway network.</p> <p>Explain: Children can explain how the railway brought about key changes in Britain.</p>	<p>The ability to move raw materials and finished goods around the country quickly boosted industry, trade and employment. This enabled the growth of towns. Journeys that previously took two weeks could now be done in 9 hours.</p> <ul style="list-style-type: none"> • In 1837, there were 2300 kilometres of track. By 1901, this number had risen to 30,000 kilometres. • Engineers who designed the railways became national heroes. • The railway created thousands of jobs - either building the railway or running it. • The men who worked on building the railways were called navvies. They worked long hours in dangerous conditions. 	<p>commute suburbs seaside holiday trade employment industry</p>	<p>Railways video: https://www.youtube.com/watch?v=Xh_Lk7kDrUI</p> <p>Chromebooks. Children to create an educational vlog for children in year 2.</p> <p>Liaise with Infants School / Year 3 to see if children can go and explain their learning.</p>

	<ul style="list-style-type: none"> • The railway made it possible for people to commute to work. This led to the growth of suburbs. • The railways enabled people to go on holiday even if they were not particularly wealthy. Holiday resorts developed all over the country. • Fresh food could be transported much quicker meaning people had better diets 		
<p>4) Know: Children know that the Industrial Revolution saw a transition from an agrarian economy to an industrial one.</p> <p>Explain: Children can explain how the Industrial Revolution led to the expansion of some cities, towns and ports.</p>	<ul style="list-style-type: none"> • When Queen Victoria came to the throne, the rural way of living had existed for centuries. This was to be swept away by the Industrial Revolution. • The Industrial Revolution was a period of time where Britain transitioned from an agrarian and handicraft economy to one dominated by industry and machine manufacturing. • During the Victorian era, Britain became known as 'the workshop of the world'. Most of the world's iron, steel and cloth came from British foundries. Britain also led the way in building machinery, railways and ships. • Britain's success relied on coal and iron. Coal was burned in steam engines and powered factory machinery. • Iron was used to make buildings and could be converted into steel which could be used to build bridges, railways, trains and ships. • In this period, over half the world's textile products and three-quarters of the world's ships were British made. • During the Industrial Revolution, cities, towns and ports expanded rapidly. 	industry foundry economy agriculture coal revolution	Digimaps - birds eye view of towns and cities before the industrial revolution and after the industrial revolution. Write down changes they notice and WHY they happened. Pictures of Coal and Iron given to children. What is the significance of this? Children write key words, phrases or paragraphs to explain how they are relevant to the Victorian era

<p>5 - Know: Children can list ways in which towns and cities changed through the Industrial Revolution.</p> <p>Explain: Children can explain why towns and cities changed in the way they did.</p>	<p>Population rapidly grew due to large-scale migration to towns and cities. This was owing to the wealth of employment opportunities in factories, mills and foundries.</p> <ul style="list-style-type: none"> • Urban sprawl followed the wide scale migration from the countryside to town. In 1851, a census found that for the first time anywhere in the world, more people in Britain lived in towns than in the countryside. People migrated because machines had taken over and their work by hand was now redundant (due to machinery). • As the population grew quickly, towns became crowded with many people living in filthy parts of the town, known as slums. There were no town planning laws, factories and houses were built close together. • Slums were often comprised of poorly made houses hastily built by factory owners for their workers to live in. These houses rarely had toilets or running water. Household waste was tipped into the streets or local rivers. • Disease was rife in the slums and life expectancy was very low. • Towns became more recognisable as we think of them today. Towns built theatres, shopping centres and town halls. Most new buildings were built from brick or stone. 	<p>urban sprawl migration census slum</p>	<p>Watch the video</p> <p>Create a story map to explain what happened to those people who lived in the countryside and why they had to migrate into the cities.</p>
<p>6) Know: Children know some of the main</p>	<p>As Britain became wealthier, social inequality between rich and poor grew. For the lower classes, working life was very grim and often dangerous.</p>	<p>employment social class occupation</p>	<p>Historical enquiry - Look at sources - images of children and write down what we can</p>

<p>occupations during the Victorian period.</p> <p>Explain: Children can explain how working conditions for women and children changed throughout the 19th century.</p>	<ul style="list-style-type: none"> • Middle-class homes employed servants and maids. Hours were long and work was hard. Pay was very low, but some were able to live with their employer. • Child labour was common for those from poorer families. Young boys worked as chimney sweeps, removing soot. <ul style="list-style-type: none"> • In the early 19th century, many children worked long hours in mines, factories and mills. By 1850, new laws to reform child labour had been introduced. • There was a huge boom in 'skilled' occupations for men such as boiler making, shipbuilding, and engineering. These occupations, along with miner and railway workers, were referred to as the 'aristocracy of workers.' • Factories and foundries were dangerous places to work and many men died working on the railways. Men had little choice - unemployment meant poverty and eventual death. 	<p>inequality aristocracy labourer textile mills mines</p>	<p>see and why.</p> <p>A diary entry/extract - 'a day in the life of a Victorian child'</p>
<p>7) Know: Children know where Britain held territories across the world.</p> <p>Explain: Children can explain why it was seen as important to have an empire and how it</p>	<p>An empire is an extensive group of states or countries ruled over by a single monarch. Having an empire made a country rich and powerful.</p> <ul style="list-style-type: none"> • By 1900, Britain ruled an empire of 450 million people covering 56 different countries. • Having an extensive empire meant Britain could easily import the goods and raw materials it needed. Britain could also export its own goods such as coal, textiles, iron and steel. • During the Industrial Revolution, poorer people 	<p>empire territory colonies emigrate export import</p>	<p>Image of a map - locate (using atlases) some of the countries that are part of the Commonwealth.</p> <p>Imagine you are Queen Victoria - write a speech telling everyone why the British Empire is a fantastic thing for British people.</p>

<p>benefited Britain.</p>	<p>were seen as 'surplus' by the government and urged to emigrate to other colonies.</p> <ul style="list-style-type: none"> • People thought that non-whites were inferior to whites and that they needed to be taught to be better people. Many missionaries travelled to faraway places to turn people into Christians. This was referred to as the 'white man's burden'. People thought they were helping people to have a better life. 		<p>(links to English - use of formal language etc)</p>
<p>8) Know: Children know that historians often disagree with one another.</p> <p>Explain: Children can explain why the British Empire was not viewed as a good thing by everyone in the 19th century.</p>	<p>Many smaller countries were scared of opposing Britain due to the power and influence of the British Empire. Opposition from Britain's colonies was treated harshly.</p> <ul style="list-style-type: none"> • Trading with colonies made Britain very wealthy. Colonies had to sell their goods to Britain and buy goods in return. However, prices were fixed in Britain's favour. • Britain built new ports and railway infrastructure in its territories. However, routes were always to the coast to facilitate overseas trade. • Schools were built to educate people to work in the administration of the colonies. However, these people were never given too much power. • Natives were regarded as cheap labour to be exploited. • Historians disagree about the morality of the British Empire. 	<p>Pax Britannica infrastructure</p>	<p>No writing lesson:</p> <p>Explain to children that there were arguments over whether the British Empire was good or not. Reveal the key learning.</p> <p>Information gathering - split the class in half ready for a debate.</p> <p>Research for 20 minutes as to why the British Empire was good/bad. 10 minutes plan time as a group for debate.</p> <p>Have a debate! Take pictures to stick in History books.</p>
<p>9) Know: Children know that many elements of modern</p>	<p>As Britain's towns and cities swelled, crime levels rose sharply.</p> <ul style="list-style-type: none"> • Gangs of pickpockets were a big problem in 	<p>flogging penal colony hanging</p>	<p>Table comparing laws today to laws in the Victorian times (link to B.V.)</p>

<p>law and order were founded in the Victorian era.</p> <p>Explain: Children can explain the causes behind the rapid rise in crime during the Industrial Revolution.</p>	<p>crowded cities.</p> <ul style="list-style-type: none"> • In 1829, Sir Robert Peel established the Metropolitan Police in London. • The police were referred to as 'bobbies' or 'peelers' after Sir Robert Peel. • Punishments for people caught committing a crime were very harsh - children as young as 8 were jailed for stealing a loaf of bread. • Punishments included flogging, imprisonment, or being sent to a penal colony in Australia. Those who were convicted of murder were sentenced to death by hanging. • Prison was seen as a means of punishment and not for rehabilitation. This meant prisons were designed to be as unpleasant as possible. • The Victorian era saw police use forensic evidence for the first time. In 1884, Sir Francis Dalton proposed the use of fingerprints to identify criminals. 		<p>write or talk about how the Victorian laws paved the way for our laws today.</p>
<p>10)</p> <p>Know: Children know how education changed during Queen Victoria's reign.</p> <p>Explain: Children can explain why the Education Act 1870 was introduced.</p>	<p>At the start of Queen Victoria's reign, two-thirds of the country were literate. Very few children went to school, as education was expensive.</p> <ul style="list-style-type: none"> • Wealthy parents sent their children to expensive private schools or Sunday schools run by churches. • Children from poorer families could go to schools run by charities, churches or 'dame' schools. • Pre 1870, 'ragged' schools provided free basic schooling, meals and clothing for poor children. • In 1870, the British government passed the first 	<p>literate illiterate dame 'ragged' legislation act</p>	<p>Compare school life (discuss as a class or sort images into columns or write in different sections)</p> <p>Write in role as a child at the start of the Victorian Era. Then write in role as a child at the end of the Victorian Era e.g. ragged schools.</p>

	<p>Education Act. This was to be the start of a series of laws that aimed to provide education for all.</p> <ul style="list-style-type: none"> • The Education Act was brought about to ensure Britain remained competitive by having literate citizens. • In 1891, a law was passed to give free education to most children aged between five and thirteen. • Victorian lessons concentrated on the 'three Rs' of Reading, writing and arithmetic. There were also history, geography and religious education lessons. 		
Final Assessment			

Subject knowledge links:	<ul style="list-style-type: none"> • A free to access reference guide compiled by the Historical Association: https://www.history.org.uk/primary/module/422/the-victorians • Usborne History of Britain: The Victorians by Ruth Brocklehurst. • A reference guide compiled by the BBC: http://www.bbc.co.uk/history/british/victorians/ • A reference guide compiled by the British Library: https://www.bl.uk/victorian-britain • The History Detective Investigates Ancient Egypt by Rachel Minay
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