

UKS2

Cycle B

Autumn Term

Rags to Riches

National Curriculum

a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - a significant turning point in British history, for example, the first railways or the Battle of Britain - **The Victorians.**

What were the main changes that took place during the Victorian era? Were they all good?






KEY LEARNING –

Children will know that Queen Victoria dominated the period synonymous with her long reign. They will sequence the main events of Victoria's reign on a timeline, referencing key dates. They will know the significance of her life. They will compare two illustrations of the Victorian period – one at the beginning and the other at the end of Queen Victoria's reign. They will identify the changes that have occurred over the period. They will know the major changes that happened during the Victorian period, especially transport (railways to bicycles to cars), industry (factories and mines, mainly in the North), urbanisation and trade. They will know that this period was a period of rapid changes. They will know that these changes did not affect everyone equally, for example, change was less noticeable in places such as the countryside. They will know why it is difficult to know what factory conditions were really like. They will know that industry changed rapidly in the northern towns based on coal, water, and good transport systems from nearby ports. They will know that the Industrial Revolution affected different classes in different ways. They will know how demanding factory life was but realise there was little alternative. They will use primary sources to know what factory life was like but will also recognise that sources must be treated carefully as people sometimes lie or exaggerate. They will compare life in towns to life in the countryside. They will understand why people moved from the countryside to the towns despite the harsh conditions there. They will know what the main changes in transport were and debate whether everyone benefitted. They will understand the speed and range of changes both on land (railways, canals, and coaches by the 1850s) and at sea (Brunel's steam ship). They will know the major contributions made by Stephenson and Brunel. They will know that railways affected rich people's leisure activities, especially seaside holidays. They will know that by the end of the reign, there were many more forms of transport including motor cars for the rich, enabling wider variety of leisure. The children will learn about Victorian times and focus on schools, workhouses and climbing boys. They will recognise the differences in the Education system in Victorian times to modern day. They will understand that interpretations of the Victorian period can differ between historians, with some suggesting it was a Dark Age and some a Golden Age.

KS1 – The Victorians – compared Victorian seaside holidays to modern day. How train lines increased seaside holidays.

LKS2 – Victorian mining conditions and some of the jobs workers would have done down the mines. They know what a mine is. Romans – understanding of an empire.

Substantive Concepts

				
Conflict, invasion, and settlement	Society (social structure, civilisation, politics, role in the empire)	Culture (entertainment, religion, beliefs)	Trade	Achievements and legacy
	Know that different classes were affected by the Industrial Revolution differently.		Know the items that were traded during the Victorian era e.g., cotton, silk, tea and the impact it had on our industry. They will know that an increase in trade fuelled the Industrial Revolution before the Victorian period and continued to demand industrial production.	Know the significant changes that occurred over the period e.g., transport, industry, urbanisation. Know the major contributions made by Stephenson and Brunel.
	KS1 – class system during the time of the Titanic. LKS2 – Romans – what an empire is.		LKS2 – Local Detective Agency – the local area made money by selling coal.	KS1 – achievements of Florence Nightingale during the Crimean War (during the Victorian era). The achievements of the Victorians – railways.

Chronological Understanding

- Know and sequence key events of time studied, comparing where it fits in with times studied in previous year groups.
- Understand the term 'century' and how dating by centuries works.
- Putting dates in the correct century.
- Use relevant terms and period labels, eg. Stone Age, Bronze Age, Romans, Anglo-Saxons, Vikings, Greeks, Ancient Egyptians, Mayas and Victorians.
- Develop a chronologically secure understanding of British, local and world history across the periods studied.
- Place the time, period of history and context on a timeline.
- Use relevant dates and terms.
- Sequence 8-10 events on a timeline. – Main events of Queen Victoria's reign.

Disciplinary Skills

Change and continuity

- Describe the links between main events, similarities and differences and changes within and across different periods/studied. – Major changes that occurred during the Victorian era e.g., transport changes, changes to towns. Comparing a picture at the start of the Victorian era to the end of the Victorian era.
- Explain the reasons for changes and continuity using the vocabulary and terms of the period as well. – An increase in trade created a demand for industrial production. Law/Acts introduced e.g., The 1870 Education Act wanted all children aged 5-13 to go to school but know that many children still went to work.
- Analyse and present the reasons for change and continuity.

Similarity and difference

- Describe similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world. – Know that people in the towns were affected more by the Industrial Revolution than people in the countryside. Compare life in the countryside to life in the towns.
- Describe change throughout time. – Changes to transport, towns, industry.

Cause and consequence

- Give reasons for historical events, the results of historical events, situations and changes. – An increase in trade created a demand for industrial production. Why people moved to the towns despite harsh living conditions. Know how transport affected leisure activities.
- Start to analyse and explain the reasons for, and results of historical events, situations and change. – An increase in trade created a demand for industrial production. Why people moved to the towns despite harsh living conditions. Know how transport affected leisure activities.

Historical significance

- Identify significant people and events across different time periods. – Queen Victoria, Stephenson, Brunel. The effect of the Industrial Revolution on the different classes.
- Compare significant people and events across different time periods.
- Explain the significance of events, people and developments. – Brunel.

Historical interpretation

- Compare accounts of events from different sources.
- Suggest explanations for different versions of events.
- Evaluate the usefulness of historical sources.

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- Identify how conclusions have been arrived at by linking sources.
- Understand that different evidence creates different conclusions.
- Use books and e-learning for research. – *Research Brunel's achievements and legacy.*
Know that artists do not always draw literal pictures but paint the image that they want to convey. Sources about factory life must be treated carefully because people sometimes lie to cover-up or exaggerate. Make deductions from photographs about what typical lessons would be like in Victorian schools. Know that different historians have different views about the period – some think of it as a Dark Age, some a Golden Age.

Historical enquiry

- Plan a historical enquiry.
- Suggest the evidence needed to carry out the enquiry.
- Identify methods to use to carry out the research.
- Ask historical questions of increasing difficulty e.g. who governed, how and with what results?
- Ask questions about the interpretations, viewpoints and perspectives held by others.
- Use a range of sources to find out about a particular aspect of the past.
- Recognise primary and secondary sources.
- Select relevant sections of information.
- Identify bias in a source and identifying the value of the sources to historical enquiry and the limitations of sources.
- Bring knowledge gathering from several sources together in a fluent account.
What were the main changes that took place during the Victorian period? Why is it so difficult to find out what factory conditions were really like? How did town life compare to life in the countryside in the Victorian period? What were the main changes in transport and did everyone benefit? What can we learn about the Victorian period when we look at schools, workhouses and climbing boys?

Organisation and communication

- Communicate knowledge and understanding using historical terms and relevant historical information from a range of sources in an increasingly diverse number of ways, including discussion, debates, drama, art, writing, blog posts and podcasts.
- Show written and oral evidence of continuity and change as well as indicating simple causation.
- Use historical evidence to create an imaginative reconstruction exploring the feelings of people from the time.
- Construct explanations for past events using cause and effect.

Vocabulary

Victoria, Victorian, monarch, reign, Industrial Revolution, transport, factory, mill, mine, urbanisation, back-to-back houses, workhouse, poverty, pauper, rich, poor, climbing boys, chimney sweep, apprentice, flue, census, schools, master, cane, punishment, chalk and slate, Bible, rote learning, railways, steam engine, villagers, towns, countryside.