

# Year 3&4: Victorious Victorians



## Essential Learning:

By the end of this topic, you will have learned:

- To place the Victorian era in historical context
- About the life of Queen Victoria
- What the Industrial Revolution was and how it affected Britain (cities including Lancaster, employment, landscape etc)
- About some of the important inventions of the Victorian era
- What life was like for working Victorian children and how their lives compare to children today
- How people such as Lord Shaftsbury and Dr Barnardo campaigned for improvements to the lives of working Victorian children
- What Victorian schools were like and the similarities and differences to schools today

**Enquiry Drivers:** Did children in the Victorian era have the same rights as children today?

### Chronology

Establish clear narratives within periods of history.

### Continuity and Change

Make links between events and changes across and within periods of history.

### Cause and Consequence

Identify the results of events, situations and changes.

### Historical Vocabulary

Understand and use a range of historical terminology, some linked to concepts.

### Perspectives and Interpretations

Understand that different versions of the past may exist, giving reasons for this.

### Similarities and Differences

Compare and contrast a range of diverse societies.

**Prior Learning:** KS1 – children have learned about the seaside town of Morecambe and what it was like in the past including Victorian times.

**Curriculum Enrichment:**  
Museum trip – Judges Lodgings

**Key vocabulary:** 19<sup>th</sup> century, British Empire, Queen Victoria, Monarch, Industrial Revolution, inventions, workhouse, factory, mine, chimney sweep, law, Lord Shaftsbury, cholera

## Skills/National Curriculum Links

### Unit Focus: History

**NC:** - a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

#### Children should:

- Recognise similarities and differences between people's lives during different periods of time.
- Identify how significant events, developments or individuals and groups have influenced their locality, the UK and beyond in the recent and distant past.
- Identify different ways in which the past is represented and interpreted and recognise how history is preserved.
- Place events, people and changes into correct periods of time on a timeline.
- Use dates and vocabulary relating to the passing of time, including AD/BC.
- Use and evaluate sources of information, recognising that evidence varies in the extent to which it can be trusted.
- Use sources of information including ICT to find out about events, people and changes.

#### Key Questions:

When was the Victorian era?

What were the significant events in the lifetime of Queen Victoria?

Can children give examples of how the Industrial Revolution affected the population of Britain? What were the positive and negative effects of the Industrial Revolution?

How did the Industrial Revolution affect Lancaster?

What were some of the famous inventions and inventors from the Victorian era? Can children evaluate the importance of some of the inventions of the Victorian period?

What were the working conditions like for Victorian children and how did these conditions change over time?

What were the similarities and differences in education/school in the Victorian era compared to nowadays?

#### Sources of evidence:

What different sources of evidence and resources can you use to answer these questions?

#### Resources:

<https://www.bbc.co.uk/teach/school-radio/history-victorians/zh2w47h>

<https://www.natgeokids.com/uk/discover/history/general-history/victorian-facts/>

[https://issuu.com/lightuplancaster/docs/the\\_industrial\\_revolution\\_2](https://issuu.com/lightuplancaster/docs/the_industrial_revolution_2) Find out where local cotton mills were and what Lancaster streets and building looked like in the Victorian era and how Lancaster canal was used to transport coal, lime, cotton and other goods from Kendal to Preston...

Geography	Music
<p><b>NC:</b> - locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>Know the countries that were part of the British Empire during the Victorian era and to be able to locate them on a world map.</p> <p>Can children name some of the countries that were part of the British Empire during the Victorian era?</p> <p>Can children locate the countries on a world map?</p> <p>Can children identify which continent the identified countries belong to?</p>	<p><b>NC</b> - develop an understanding of the history of music</p> <p>Learn about the use of music halls as places of entertainment and leisure during the Victorian period.</p> <p><b>Listen</b> to and appraise different music hall songs and learn them to <b>sing</b> and <b>perform</b>.</p> <p><b>Compose</b> a verse for one of their favourite songs.</p> <p>Do children know what music hall is?</p> <p>Can children recognise some popular music hall songs?</p> <p>Can children perform a music hall song with accuracy?</p>
Science	PSHE
<p>Sound</p> <ul style="list-style-type: none"> <li>- Identify how sounds are made, associating some of them with something vibrating.</li> <li>- Recognise that vibrations from sounds travel through a medium to the ear.</li> <li>- Find patterns between the pitch of a sound and features of the object that produced it.</li> <li>- Find patterns between the volume of a sound and the strength of the vibrations that produced it.</li> <li>- Recognise that sounds get fainter as the distance from the sound source increases.</li> </ul> <p><a href="#">Sound (Y4)   PLAN (planassessment.com)</a></p> <p><a href="#">PLAN primary science assessment resources (planassessment.com)</a></p> <p><b><u>Download this from Shared Drive for your unit</u></b></p> <p><b>Possible Teaching activities:</b></p> <ul style="list-style-type: none"> <li>• Classify sound sources.</li> </ul>	<p><u>Safety and Responsibility – 7 lessons</u></p> <p><u>Value – Responsibility</u></p> <p>Mathematics Link (Y3 National Curriculum) <i>Add and subtract amounts of money to give change. Using £ and p in practical contexts.</i></p> <p><a href="#">Safe or unsafe?</a> (Y3) LO: Identify situations which are safe or unsafe; Identify people who can help if a situation is unsafe; Suggest strategies for keeping safe. (Statutory)</p> <p><a href="#">Danger or risk?</a> (Y3) LO: Define the words danger and risk and explain the difference between the two; Demonstrate strategies for dealing with a risky situation. (Statutory)</p> <p><a href="#">Can Harold afford it?</a> (Y3) LO: Understand the terms 'income', 'saving' and 'spending'; Recognise that there are times we can buy items we want and times when we need to save for items; Suggest items and services around the home that need to be paid for (e.g. food, furniture, electricity etc.)</p> <p><a href="#">Earning money</a> (Y3) LO: Explain that people earn their income through their jobs; Understand that the amount people get paid is due to a range of factors (skill, experience, training, responsibility etc.)</p>

- Explore making sounds with a range of objects, such as musical instruments and other household objects.
- Explore how string telephones or ear gongs work.
- Explore altering the pitch or volume of objects, such as the length of a guitar string, amount of water in bottles, size of tuning forks.
- Measure sounds over different distances.
- Measure sounds through different insulation materials.

[Who helps us stay healthy and safe?](#) (Y4) (Value Link)

LO: Explain how different people in the school and local community help them stay healthy and safe; Define what is meant by 'being responsible'; Describe the various responsibilities of those who help them stay healthy and safe; Suggest ways they can help the people who keep them healthy and safe. (Statutory)

[It's your right](#) (Y4) (Value Link)

LO: Understand that humans have rights and also responsibilities; Identify some rights and also responsibilities that come with these.

[Keeping ourselves safe](#) (Y4)

LO: Describe stages of identifying and managing risk; Suggest people they can ask for help in managing risk. (Statutory)

DT

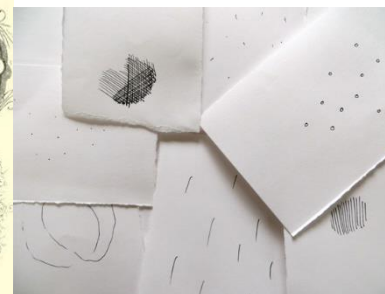
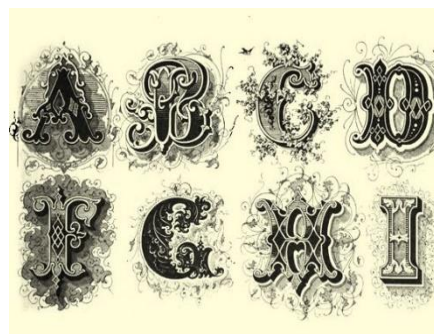
Art

**Drawing**

**Children should be taught:**

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history.

[Thoughtful Mark Making](#) Using observational drawing as a starting point, fed by imagination, [design typography](#), e.g. Typography for children, recreate some Victorian style Typography





<https://www.accessart.org.uk/talking-points-what-is-typography/>

<https://www.accessart.org.uk/cut-out-typography/>



Computing/ICT

Cross-curricular Maths

<p><b><u>Copyright and ownership</u></b>  <b>NC</b> use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.  Use the following website for resources:  <a href="#">Search and Access Resources</a> ▶ <a href="#">Strand</a> ▶ <a href="#">Copyright and Ownership (projectevolve.co.uk)</a></p> <p><b><u>Privacy and security: -</u></b>  <b>NC:</b> use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies  <a href="#">Search and Access Resources</a> ▶ <a href="#">Strand</a> ▶ <a href="#">Privacy and Security (projectevolve.co.uk)</a></p>	<p>Problem-Solving questions linked to the industrial revolution and related to time lines.</p> <p><b>Application of number line work</b></p>
	<p><b>RE</b></p>
<p><b>English Focus 1</b>  <b>Class Novel 'Street Child' by Berlie Doherty</b></p>	<p><b>English Focus 2</b>  <b>Class Novel 'Street Child' by Berlie Doherty</b></p>

**Hindu dharma**  
Why is family an important part of Hindu life?  
**Coverage:**

- Religious duty
- Hindu scriptures (The Ramayanas)
- Raksha Bandhan

### Historical Narrative: Oliver Twist

<https://www.bbc.co.uk/teach/school-radio/english-ks2-oliver-twist-index/zmcpmfr>  
<https://classroom.thenational.academy/units/oliver-twist-narrative-writing-280c> - useful for clear links to Victorian topic, resources and developing an opening based on historical context.

**Reading phase:** Use Oak Academy clips to set the historical context to the Victorian period (rich v poor, street life, workhouses...) Film extracts to hook. Ongoing using the BBC Teach online story version. Focused comprehension questions at the end of each chapter. Use Conscience Alley when Oliver or other characters have a decision to make (predicting)

**Gathering Content:** Use 'role on the wall' to gather information about the main characters, hot seat characters to infer and deduce thoughts and feelings, freeze frame and dramatize scenes, key vocabulary linked to hunger, thirst

**Short writing opportunities:** Character descriptions of main characters (HA children could compare two characters), diaries, wanted poster for Fagin/missing person poster for Oliver or Artful Dodger

**Writing phase:** Plan, draft and rewrite a scene from Oliver's point of view

**Independent Write:** Rewrite a scene (for LA it could be same scene as modelled in writing phase) from another character's point of view

**Grammar:** Fronted adverbials, expanded phrases, verb and adverb choice to convey character

**Guided Reading:** Focus extracts from noun Oliver Twist – different versions & Grammarsaurus reading comp

#### Cross-curricular writing:

Information text: Industrial Revolution

Diaries: Children in workhouses; children at school; rich v poor children – see resources for examples

#### Global Links:

British Empire from the Victorian era continued through to the modern Commonwealth and Queen Elizabeth II

### Classic Narrative Poetry

(see resources PDF jabberwocky pg3-33) and also

<https://savedyouaspot.com/2020/06/10/jabberwocky-free-lesson-resources/>

**Reading phase:** Read a range of poems by Victorian Poets. Focus will be on the Jabberwocky by Lewis Carroll. Children could also use The Owl and the Pussy-Cat by Edward Lear to learn by heart. [https://www.youtube.com/watch?v=Q\\_Um3787fSY](https://www.youtube.com/watch?v=Q_Um3787fSY) listen the reading by Benedict Cumberbatch

<https://classroom.thenational.academy/lessons/to-engage-with-the-poem-71h66r?activity=video&step=1> useful to watch before the first lesson to use as a model to teach.

Answer comprehension q's linked to Jabberwocky poem

**Gathering Content:** Look at the language in the Jabberwocky. Identify nonsense words – can they use their knowledge of verbs, adjectives etc to create definitions? Figurative language and poetic devices – spot them in the poems read. Look at portmanteau words and create class, pair words

**Short writing opportunities:** description of the jabberwocky and then create own monster drawings and descriptions for their own poem in the writing phase.

**Writing phase:** Plan, draft, write and edit their own poem based on the Jabberwocky

**Speaking and Listening:** Learn part of a poem to recite off by heart

**Presentation:** Perform poems as a class, groups – learnt by heart

**Grammar:** Identify nouns, adjectives verbs and adverbs in the Jabberwocky. Use them in their own poems

**Cross-curricular writing:** Short biographies EG: Inventors, lead Scientists  
Playscripts linked to Oliver Twist – see resource example

**Local links:** Locality and links to Carnforth Railway & Carnforth Canal  
Lancaster in 1800's:

[https://issuu.com/lightuplancaster/docs/the\\_industrial\\_revolution\\_2](https://issuu.com/lightuplancaster/docs/the_industrial_revolution_2)