

Key Enquiry Question: What was life like for Victorian children in London?

National Curriculum Objectives which are covered in this unit:

- Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across periods studied
- Identify connections, contrasts and trends over time
- Develop the appropriate use of historical terms
- Ask and answer questions about change, cause, similarity and difference and significance
- Construct informed responses to historical questions that involve thoughtful selection and organisation of relevant historical information
- Understand how our knowledge of the past is constructed from a range of sources

**highlight objectives covered*

Lesson sequence - include the key concept, L.O. and brief description of lesson

Continuity and change in and between periods		Cause and consequence	Similarity/difference within a period /situation i.e diversity			Significance of events /people	
<p>Lesson 1</p> <p>LO: To explore Victorian artefacts</p> <p>Spend time exploring Victorian artefacts from Islington library. Posing questions about what artefacts were used for? What can this tell us about Victorian life?</p> <p>What clues can we see in our school, and classrooms? What does that tell us about life for children?</p>	<p>Lesson 2</p> <p>LO: To create a Victorian timeline</p> <p>First part of lesson work in groups to put significant periods of history into a timeline</p> <p>Second part: Work individually to create a timeline about Victorian London/ Britain</p>	<p>Lesson 3</p> <p>LO: To understand Victorian attitudes to the poor</p> <p>Study a range of primary and secondary sources to examine the Poor Law.</p> <p>Essay question: What do the workhouses tell us about Victorian attitudes to the Poor?</p>	<p>Lesson 4</p> <p>LO: To examine the effectiveness of the 1833 Factory Act using three sources of evidence</p> <p>Examine working conditions for the poor through primary sources.</p> <p>Examine Victorian philanthropy and the impact it had on society. Look at figures like Cadbury.</p>	<p>Lesson 5</p> <p>LO: To use evidence to understand what life was like for Victorian 'climbing boys'</p> <p>Examine a range of pictures, first-hand accounts and minutes from government committees to understand the conditions for chimney sweeps.</p> <p>Start to delve into the validity of sources. Why would this painting be published? Who was it aimed at? Can we rely on the source then? Why? Why not?</p>	<p>Lesson 6</p> <p>LO: To examine the Soho Cholera outbreak</p> <p>Geographical and historical focus lesson.</p> <p>Examine maps and note from Dr Jon Snow on the cholera outbreak in Soho.</p> <p>Children will make their own maps and discuss the scientific thinking of the time. How did this impact our understanding of how disease is spread?</p>	<p>Lesson 7 and 8</p> <p>LO: To create a book about Ragged Schools</p> <p>Chn research Ragged schools in Computing time. Prep chn before lesson with key lines of enquiry that we could research. Share these with class to help them organise their research.</p> <p>Model how to turn notes into more detailed points, and then paragraphs.</p> <p>Chn work independently to use their notes and their Ragged trip experience to create a book. Share with Year 3 in peer reading time.</p>	<p>Trips</p> <p>Visit to Ragged School</p> <p>Visit to Ragged School Museum to experience life as a Victorian school child and to examine artefacts</p>

<p>Prior learning</p> <p><i>List year groups and topics with connected learning</i></p>	<p>No direct history link to Y5 learning – focus in Y5 goes to the end of the 10th century focu on AnglSaxons ,Vickings and Ancient Bagdad</p>							
<p>Future learning</p> <p><i>List year groups and topics with connected learning</i></p>	<p>Secondary school</p>							
<p>Key vocabulary to be explicitly taught</p>	<p>Artefact Compare Pose Examine Possible Similar Different</p>	<p>Timeline Chronology Before After Pre Post</p>	<p>Poor Poverty Work Government Law Bills Inspectors Examine Compare</p>	<p>Government Bills Laws Work Child labour Cruelty Beating Abuse</p>	<p>Chimney Vent Flue Child labour Health issues Respiratory problems Breathing issues Laws Committee Personal account</p>	<p>Cholrea Outbreak Disease Miasma Spreading Contamination</p>	<p>Children Poverty Regimented Routine Strict Rules Punishments Code of conduct</p>	<p>Timeline Chronolog Before After Pre Post</p>
<p>Cross-curricular links</p>	<p>Questioning skills Deep thinking Enquiry Discussion Speaking and listening</p>	<p>Art English- reading and writing</p>	<p>History PSHE Social elements RE</p>	<p>Work Society PSHE</p>	<p>PSHE Health Society</p>	<p>Geographical links with mapping etc</p>	<p>English skills- non-chronogicl reports, paragraph wiritng, notes, glossary, contents pages, technical vocabuarly, lively style to engage reader. Education PSHE Economics</p>	
<p>Enrichment</p> <p><i>Give visit/vistor/first hand experience and focus</i></p>	<p>Visit to Ragged School Museum to experience life as a Victorian school child and to examine artefacts</p>							
<p>Useful websites/resources</p>								