

Big Question: What did the Victorians do for Great Britain?															
Year 6	Skills	Knowledge	Suggested Outcomes												
<b>Chronological Understanding</b>	<p>Use timelines to place events, periods and cultural movements from around the world.</p> <p>Use timelines to demonstrate changes and developments in culture, technology, religion and society.</p> <p>Describe main changes in a period in history using historical vocabulary such as: social, religious, political, technological and cultural.</p> <p>Recall the date of any significant event studied from past and place it correctly on a timeline.</p>	<p><b>When did the Victorian era begin and end?</b> 1837-1901</p> <ul style="list-style-type: none"> <li>• <b>Queen Victoria</b> - British Empire</li> </ul> <p><b>What was the industrial Revolution?</b></p> <ul style="list-style-type: none"> <li>• What was the impact of the Industrial Revolution?</li> <li>• <u>Inventors</u> -</li> </ul> <p><b>How did the Victorian era improve life (for some)?</b></p> <ul style="list-style-type: none"> <li>• <b>Working in factories</b> - Lord Shaftesbury- Factory Act</li> <li>• <b>Dr Barnardo</b> - Ragged schools - 1844 'Ragged' Schools were set up in 1844 for children who were in extreme poverty. These schools offered them free lessons and a meal every day.</li> </ul> <p><b>What was life like for children in Victorian Britain?</b></p> <ul style="list-style-type: none"> <li>• Education for all</li> <li>• Social mobility</li> </ul> <p><b>Victorian Legacy</b> -</p> <ul style="list-style-type: none"> <li>• Victorian holidays - affordable travel - railways</li> <li>• Christmas</li> </ul> <p>Review the children's knowledge of British monarchs and focus in on Queen Victoria's childhood and coronation.</p> <p>Learn about the extent of the British Empire.</p> <p>Find out about Victorian inventiveness and some important inventors and inventions of the period.</p> <p>Time for School - Learn how new laws made education universal and eventually free for all.</p> <p>Learn about classroom organisation, teaching and behaviour management in Victorian schools. Compare to their own experiences.</p> <p>Children compare the local area to old maps and images in order to understand changes since Victorian times</p>	<p>Trip to Holst Museum - Victorian life.</p> <p>Victorian day in class</p> <p>Victorian Christmas decorations to sell at Christmas fair</p> <p>Horrible Histories-style song/sketch</p> <p>Letter writing - persuasive write to government- proposing changes to children's working conditions</p>												
<b>Knowledge and understanding of past events, people and changes in the past</b>	<p>Choose reliable sources of factual evidence to describe: houses and settlements; culture and leisure activities; clothes, way of life and actions of people; buildings and their uses; people's beliefs, religion and attitudes; things of importance to people; differences between lives of rich and poor.</p> <p>Identify how any of above may have changed during a time period. Give own reasons why changes may have occurred, backed up with evidence. Show identified changes on a timeline.</p> <p>Describe similarities and differences between some people, events and objects studied. Describe how some changes affect life today.</p> <p>Make links between some features of past societies.</p>														
<b>Historical interpretation</b>	<p>Understand that the past has been represented in different ways.</p> <p>Suggest accurate and plausible reasons for how/why aspects of the past have been represented and interpreted in different ways.</p> <p>Know and understand that some evidence is propaganda, opinion or misinformation and that this affects interpretations of history.</p>														
<b>Historical Enquiry</b>	<p>Identify and use different sources of information and artefacts.</p> <p>Evaluate the usefulness and accurateness of different sources of evidence.</p> <p>Select the most appropriate source of evidence for particular tasks.</p> <p>Form own opinion about historical events from a range of sources.</p>	<p><b>Vocabulary</b></p> <table border="0"> <tr> <td><b>Period of history</b></td> <td><b>Duration</b></td> <td><b>Scale</b></td> <td><b>Interval</b></td> </tr> <tr> <td><b>Year</b></td> <td><b>AD/CE</b></td> <td><b>BC/BCE</b></td> <td><b>Millenia</b></td> </tr> <tr> <td><b>Archives</b></td> <td><b>Social Values</b></td> <td><b>Political Culture</b></td> <td><b>Religious Beliefs</b></td> </tr> </table>	<b>Period of history</b>	<b>Duration</b>	<b>Scale</b>	<b>Interval</b>	<b>Year</b>	<b>AD/CE</b>	<b>BC/BCE</b>	<b>Millenia</b>	<b>Archives</b>	<b>Social Values</b>	<b>Political Culture</b>	<b>Religious Beliefs</b>	<p><b>Websites</b></p> <p><a href="#">Dr. Barnardo - Victorian Children</a></p> <p><a href="#">Census records - The National Archives</a></p> <p><a href="#">Cheltenham History 4 - The Victorian Town 1840 - 1900 - The Wilson - Cheltenham Art Gallery &amp; Museum (cheltenhammuseum.org.uk)</a></p> <p><a href="#">Read about the history of Cheltenham and see specially selected local historic photographs (francisfrith.com)</a></p> <p><a href="#">Learn - The Wilson - Cheltenham Art Gallery &amp; Museum (cheltenhammuseum.org.uk)</a></p>
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<b>Organisation and communication</b>	<p>Present information in an organised and clearly structured way.</p> <p>Present information in the most appropriate way (eg written explanation/tables and charts/labelled diagram).</p> <p>Make accurate use of specific dates and terms.</p>														