

Big Question: What did the Victorians do for Great Britain?																							
Year 6	Skills	Knowledge	Suggested Outcomes																				
Chronological Understanding	<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>When did the Victorian era begin and end? 1837-1901</p> <ul style="list-style-type: none"> • Queen Victoria - British Empire <p>What was the industrial Revolution?</p> <ul style="list-style-type: none"> • What was the impact of the Industrial Revolution? • <u>Inventors</u> - <p>How did the Victorian era improve life (for some)?</p> <ul style="list-style-type: none"> • Working in factories - Lord Shaftesbury- Factory Act • Dr Barnardo - 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. <p>What was life like for children in Victorian Britain?</p> <ul style="list-style-type: none"> • Education for all • Social mobility <p>Victorian Legacy -</p> <ul style="list-style-type: none"> • Victorian holidays - affordable travel - railways • Christmas <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>																				
Knowledge and understanding of past events, people and changes in the past	<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>																						
Historical interpretation	<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>																						
Historical Enquiry	<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>Vocabulary</p> <table border="0"> <tr> <td>Period of history</td> <td>Duration</td> <td>Scale</td> <td>Interval</td> </tr> <tr> <td></td> <td>AD/CE</td> <td>BC/BCE</td> <td></td> </tr> <tr> <td>Year</td> <td>Decade</td> <td>Century</td> <td>Millenia</td> </tr> <tr> <td></td> <td></td> <td>Millennium</td> <td></td> </tr> <tr> <td>Archives</td> <td>Social Values</td> <td>Political Culture</td> <td>Religious Beliefs</td> </tr> </table>	Period of history	Duration	Scale	Interval		AD/CE	BC/BCE		Year	Decade	Century	Millenia			Millennium		Archives	Social Values	Political Culture	Religious Beliefs	<p>Websites</p> <p>Dr. Barnardo - Victorian Children</p> <p>Census records - The National Archives</p> <p>Cheltenham History 4 - The Victorian Town 1840 - 1900 - The Wilson - Cheltenham Art Gallery & Museum (cheltenhammuseum.org.uk)</p> <p>Read about the history of Cheltenham and see specially selected local historic photographs (francisfrith.com)</p> <p>Learn - The Wilson - Cheltenham Art Gallery & Museum (cheltenhammuseum.org.uk)</p>
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Organisation and communication	<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>																						