**Year 5 History: The Victorians and the Children’s Rights**

**Big Question:** What causes people to look beyond themselves to create change for the greater good?

**Curriculum Drivers:**

**Change/ Resilience** The Victorian period was a period of significant and rapid change. Children explore the impact of the Industrial Revolution and how different people in society were affected

**Celebrating Differences -** Children learn about the development of Children’s Rights. They explore different roles in society.

**Raising Aspirations** - Children learn about the development of Children’s Rights and how they were achieved. They learn about Victorian inventions and inventors. They explore the advancement of medicine during the Victorian era.

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|  | **Lesson 1** | **Lesson 2** | **Lesson 3** | **Lesson 4** | **Lesson 5** | **End Points** |
| **Lesson Question** | Who was Queen Victoria? | What was the Industrial Revolution and how did it affect Britain? | Can you name some important Victorian inventions? | What was health and medicine like in Victorian Britain? | What did the Victorians do for leisure? |
| Components | Explain who she was and why she became Queen  Discuss her childhood when she ascended to the throne  Go through key information about her reign: what made her a significant monarch? | Explain what the Industrial Revolution was, including the development of steel, steam and the number of factories. Explore how London changed as a result  The population moved from the countryside to the towns because of the increase in work available in factories and describe how this affected living conditions and the lives of ordinary people in Britain.  What were children doing? Is this fair? | Share key inventions: light bulb, flushing toilets, cameras, telephones, cars and bicycles,  How did these inventions change society? Which do you think brought about the most important change? | Hospitals pre-1837 were generally thought of as places people died instead of places people got better. Discuss prevalent illnesses like cholera.  List key contributors:  Florence Nightingale, Joseph Lister, Louis Pasteur, James Young Simpson, John Snow)  How had medical care changed by the end of Queen Victoria’s reign?  Discuss the workhouse and why that was introduced and what that meant for health | In the second half of the 19th century, some people had more leisure time than before  Public holidays were introduced and there were enforcements about how many hours people could work in a day. Ture activities  How did worker’s rights and children’s rights evolve? As well as leisure time, schooling became compulsory | To understand that the Victorian era was from 1837 - 1901  There was a major contrast between the rich and poor in Victorian times.  The Industrial Revolution changed the way people lived and saw the development of town and city expansion.  To understand how this was a period of development for children’s rights as schooling was made compulsory |
| Key Vocabulary | Edward Duke of Kent, Prince Albert, duties, reign | Industrial revolution, rural locations, urban areas, Spinning Jenny, Bessemer converter | Light bulb, flushing toilets, cameras, telephones, cars and bicycles, | Medicine, hospitals, cholera, tuberculosis, miasma, apothecaries, workhouse | Seaside trips, Punch and Judy, Blackpool Pier, Circus, school, children’s rights, worker’s rights |  |
| Key Skills | Find and analyse a wide range of evidence about the past.  Start to understand the difference between primary and secondary evidence and start to question its reliability.  Show an awareness of the concept of propaganda. | Recognise when they are using primary and secondary sources of information to investigate the past.  Order an increasing number of significant events, movements and dates on a timeline using dates accurately;  Accurately use dates and terms to describe historical events;  Understand how some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt. | Identify and note connections, contrasts and trends over time in the everyday lives of people.  Use appropriate historical terms, such as culture, religious, social, economic and political when describing the connections, contrasts and trends over time. | Understand how some historical events/periods occurred concurrently in different locations.  Identify and note connections, contrasts and trends over time in the everyday lives of people.  Use appropriate historical terms, such as culture, religious, social, economic and political when describing the connections, contrasts and trends over time. | Use appropriate historical terms, such as culture, religious, social, economic and political when describing the connections, contrasts and trends over time;  Describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children. |  |