

Year 5: What was life really like for the Victorians?

Previous learning: Children will have previously learnt about comparing lives of different people. In Year 5 they will learn about children in an age that is similar to them to compare their lives and the reasons why things have changed. Children have learnt how historical events have impacted their current life. This year children will have visited Victorians in Year 2.

Sticky Knowledge

1. Some people lived in workhouses during the Victorian age.
2. Children were employed as chimney sweeps, coal miners and factory workers.
3. In 1870 school was made compulsory for children aged 5-10. It was free in 1891.
4. The Industrial Revolution was a time when the manufacturing of goods moved from small shops and homes to large factories.

Disciplinary knowledge

1. Create an in-depth study of the characteristics and importance of the past.
2. Explore the validity of a range of historical reports and use books, technology and other sources to check accuracy.
3. Find evidence from different sources, identify bias and form balanced arguments.
4. Articulate and organise important information and detailed historical accounts using topic related vocabulary.
5. Compare and contrast an aspect of history across two or more periods studied.

Week 1

Oliver Twist film. Art - making Victorian silhouettes

To use a Victorian themed film as evidence to find out about Victorian life.

To use a Victorian themed film as evidence to find out about Victorian life and evaluate the quality of life.

To create a Victorian silhouette using an example to follow.

To create a Victorian silhouette using my own design.

Week 2

Living in a workhouse

	To use picture clues to retrieve facts about who the Victorians were and what the workhouses were used for.	To use sources including picture clues to investigate who the Victorians were and evaluate what it was like living in a workhouse.
Week 3	The Industrial Revolution, how was life before and after? What happened?	
	To identify features of different time periods.	To write a diary comparing life before and after the Industrial Revolution.
Week 4	Why did Victorian children have to work?	
	To list the jobs that Victorian children had.	To explain the impact of children having to work, had on the Victorians.
Week 5	Children going to school	
	To use artefacts to help describe what Victorian schools were like.	To find a variety of additional sources of information to investigate the reasons why schools for all were introduced.
Week 6	Art/DT project - Clay Victorian house plaque	
	To use different clay techniques to create a clay plaque.	To use different clay techniques to create and evaluate a Victorian house plaque.