

Key Stage Two National Curriculum 2014 History Medium term planning:  
VICTORIANS (significant events or local history study)

## Planning begins on next page

### RATIONALE/GENERAL NOTES:

From September 2014 the new National Curriculum for History becomes statutory. This allows study of a 'significant event' and also of 'a local history' study from after 1066 as shown in this planning, as follows (taken from NC 2014): *"a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (example given, non-statutory) a significant turning point in British history, for example, the first railways or the Battle of Britain"* or *"a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality."* For 'significant events', there seems no reason why other Victorian events as well as the First Railways such as the arrival of any of the major inventions e.g. photography (8 years before Victoria's reign but developed during her reign); The electric telegraph; the cinematograph etc. as all of these were major events in which formed our society as we know it now. In fact, one could easily argue that the actual reign of Victoria was a pretty significant event in itself! For this reason, this planning has been kept short so that you can choose your own focus from such a diverse range of events on offer, with just six themes comprising of many other lesson ideas as listed in the 'cross-curricular opportunities' heading. In addition, information is provided for the 'local history' approach if you choose that option and also a lesson for an in-school workshop from us at [www.victorianworkshop.co.uk](http://www.victorianworkshop.co.uk). For the supporting resources as listed in the right hand column, please see our website [www.victorianworkshop.co.uk](http://www.victorianworkshop.co.uk) where you can download them along with many other resources tailored to the new National Curriculum for this and other periods of history such as WW2.

### USING ONE OF OUR VICTORIAN INVENTIONS WORKSHOPS TO SUPPORT THE SCHEME:

Our Inventions workshop offers an unrivalled experience based around a core theme of handling over 60 Victorian inventions such as a typewriter, genuine Victorian cameras, zoetrope (see picture), stereoviewer, household items, great exhibition catalogue and coins, plus much, much more. This is surrounded by themed activities designed to extend pupil learning far beyond what can be achieved in class, such as powering our scale model of Stephenson's Rocket around a 25ft track, taking photographs with an 1880 lens and using a real morse code set to send messages to friends. But that isn't all, because each workshop also starts with an all important interactive Victorian timeline with lots of acting and fun anecdotes. This is currently available to North West schools within an (approx.) 80 mile radius of Manchester and many more details of the workshop including photos and prices can be viewed at [www.victorianworkshop.co.uk](http://www.victorianworkshop.co.uk).



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**NOTES IF USING THE 'LOCAL HISTORY STUDY AFTER 1066' OPTION:**

If you are choosing to cover the topic via the local history route of the Sept 2014 new curriculum, this can be used as an overarching theme for all of these lessons, with activities such as a visit to a local area of Victorian interest, conducting family research and/or bringing in possible Victorian family items. We are also pleased to say that our [Victorian inventions workshop](#) covers local history from whatever part of the NW where your school is based. For example, in Liverpool workshops, we teach about The Rainhill Trials and Stephenson's Rocket, and in the Northern mill towns we talk about the Victorian steam technology of the mills in the local area.

WK	FOCUS AREA	SUGGESTED ACTIVITIES and CROSS CURRICULAR opportunities	RESOURCES, either on planning CD or via <a href="http://WWW.VICTORIANWORKSHOP.CO.UK">WWW.VICTORIANWORKSHOP.CO.UK</a>
1 and 2	The reign of Queen Victoria	<ul style="list-style-type: none"> <li>Discuss the reign of Queen Victoria in general with the aid of the BBC site: <a href="http://www.bbc.co.uk/schools/primaryhistory/famouspeople/victoria/">www.bbc.co.uk/schools/primaryhistory/famouspeople/victoria/</a> (or just search google for 'BBC Queen Victoria)</li> <li>Ask pupils to complete the 'Victoria comprehension activity' and/or Queen Victoria cloze</li> </ul> <p><b>CROSS CURRICULAR OPPORTUNITIES:</b></p> <p><b>ENGLISH:</b></p> <ul style="list-style-type: none"> <li>Write a letter to Queen Victoria asking what it felt like to become Queen, then write a reply from her perspective</li> <li>Write a diary entry for the day she became Queen</li> </ul> <p><b>DRAMA:</b> perform small scenes for the following: the day she found out she became Queen / her Coronation / Marriage to Albert / Her funeral procession</p> <p><b>MATHS:</b> Use the Victorian currency sheet to write word problems for other class members</p> <p><b>GEOGRAPHY:</b> print off a world map and colour all the countries that were ruled by the British Empire (can be split into two – one for the start of her reign and one at the end; for more able pupils)</p> <p><b>ART:</b> Paint a picture of Victoria's coronation</p>	Victoria comprehension activity Online Queen Victoria fact file at <a href="http://www.victorianworkshop.co.uk/queen-victoria-fact-file/4579138077">http://www.victorianworkshop.co.uk/queen-victoria-fact-file/4579138077</a> (accessible for pupils via the timeline) Queen Victoria cloze Victorian currency <a href="http://www.bbc.co.uk/schools/primaryhistory/famouspeople/victoria/">http://www.bbc.co.uk/schools/primaryhistory/famouspeople/victoria/</a>
3 and	First railways	<ul style="list-style-type: none"> <li>Give each table a copy of events from the first railways timeline and ask them to put them together in a line</li> </ul>	Rainhill trials day to day diary First railways timeline

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4		<ul style="list-style-type: none"> <li>• Discuss how the first steam machines led to the later more advanced models that we know today</li> <li>• Ask pupils to research the topic using the ‘first railways’ timeline on the website link, ready to feedback facts to class</li> <li>• Read ‘Rainhill Trials facts and trains’ resource in groups and ask pupils to draw them in books</li> <li>• Use ‘Rainhill Trials day to day diary’ to re-enact some of the scenes described (see drama activity below)</li> </ul> <p><b>CROSS CURRICULAR OPPORTUNITIES:</b></p> <p><b>ENGLISH:</b></p> <ul style="list-style-type: none"> <li>- over 10,000 people were given a day off work to watch the trials. Write a diary entry from a boy or girl watching the events</li> <li>- Write a newspaper article about the trials</li> </ul> <p><b>DRAMA:</b> Re-enact the Rainhill trials in small scenes</p> <p><b>MATHS:</b> the amount of the prize was £500 in 1829, but we need to times it by 60 to get today’s value (£30,000). Can pupils divide the prices of modern items by 60 to give their Victorian equivalents? E.g. a loaf costing £1.80 might have been 3p then. NOTE to teachers – this isn’t a totally accurate calculation but it will give pupils a ball-park figure (based in reality) about what things cost at the time (the Victorian money site on the links on the right is a good resource for more able pupils)</p> <p><b>GEOGRAPHY:</b> research the Chat Moss area on the internet and find out the story of the problems that George Stephenson encountered in building the railway over it. Also Edge Hill cutting.</p> <p><b>ART:</b> Design a poster promoting the Rainhill trials</p> <p><b>SCIENCE:</b> research steam power and make a model that uses gas (i.e. air in your lungs or in a pump) to move an object</p>	<p>Online article at <a href="http://www.victorianworkshop.co.uk/#/the-first-railways/4580493384">http://www.victorianworkshop.co.uk/#/the-first-railways/4580493384</a></p> <p>Rainhill Trials facts and trains resource <a href="http://www.victorianlondon.org/finance/money.htm">http://www.victorianlondon.org/finance/money.htm</a></p> <p>Rainhill Trials day to day diary’</p>
4 and 5	Victorian Inventions	<ul style="list-style-type: none"> <li>• Ask pupils to list as many modern inventions as they can, then to use the timeline on <a href="http://www.victorianworkshop.co.uk">www.victorianworkshop.co.uk</a> to investigate further and try to match up the Victorian inventions that led to the progression towards these modern inventions e.g. telegraph/telephone/mobile phone</li> </ul>	<p>Victorian inventions timeline at <a href="http://www.victorianworkshop.co.uk/#/timeline/4579138074">http://www.victorianworkshop.co.uk/#/timeline/4579138074</a></p> <p>Great Exhibition site as it is now video</p>

**Key Stage Two National Curriculum 2014 History Medium term planning:**

**VICTORIANS (significant events or local history study)**

		<ul style="list-style-type: none"> <li>• Watch the video 'the site of the Great Exhibition as it is now' from our <a href="http://www.victorianworkshop.co.uk">www.victorianworkshop.co.uk</a> website</li> <li>• Read the Great exhibition fact file on the website (linked from the timeline) and complete the Great Exhibition Cloze activity</li> <li>• Use the supplied fact files and cloze activities to extend pupil knowledge</li> </ul> <p><b>CROSS CURRICULAR OPPORTUNITIES:</b></p> <p><b>ENGLISH:</b></p> <ul style="list-style-type: none"> <li>- Choose a modern invention (with roots in the Victorian age) and write instructions to a Victorian on how to use it, assuming no prior knowledge</li> <li>- Look at a picture of a Victorian invention and try to work out how it was used. Try to write instructions for this too.</li> <li>- Design a small newspaper advertisement as per the 'kodak adverts' resource</li> </ul> <p><b>DRAMA:</b> Perform scenes from the Great Exhibition (e.g. opening, walking around exhibits, the visit of the Queen, prize-giving, closing)</p> <p><b>SCIENCE:</b> Hold a 'dragon's den' lesson, where pupils design and make mock ups of inventions then pitch them to the teachers or class mates</p>	<p>from the video section of <a href="http://www.victorianworkshop.co.uk">www.victorianworkshop.co.uk</a></p> <p>great exhibition cloze ice cream cloze ice cream fact file morse code cloze morse code fact file kodak adverts</p>
6	All areas of the topic, but also tailored to your particular significant event	Victorian Inventions in-school workshop – please see <a href="http://www.victorianworkshop.co.uk">www.victorianworkshop.co.uk</a> to make your booking (workshops are available to schools in the NW of England within 80 miles of Manchester and can be booked for any week in the topic)	

**Key Stage Two National Curriculum 2014 History Medium term planning:**

**VICTORIANS (significant events or local history study)**

7	Victorian children at work	<ul style="list-style-type: none"> <li>• Use the powerpoint from the TES resources website (link in left hand side) to introduce the topic in general</li> <li>• Ask pupils to look at the pictures of the children in the Victorian children photopack and ask questions such as “How are they different to you?” “is anything the same?” ask them to make a list of what was difficult about Victorian life</li> <li>• Ask pupils to research the life of Victorian children on the BBC site listed in the resources</li> </ul> <p><b>CROSS CURRICULAR OPPORTUNITIES:</b></p> <p><b>ENGLISH:</b></p> <ul style="list-style-type: none"> <li>- Write a diary of what it would have been like to work in a mine or a mill, including a timetable of your day</li> <li>- Pretend you are an apprentice, living in a mill or factory. Write a letter home to explain the conditions</li> <li>- Write a newspaper report about mill conditions or a pretend accident in a mill or a mine</li> </ul> <p><b>DRAMA:</b> Re-enact scenes from mills or mines in small groups</p> <p><b>GEOGRAPHY:</b> ask pupils to investigate why people moved from rural areas to cities (i.e. due to the industrial revolution bringing work to the cities)</p>	<p><a href="http://www.tes.co.uk/teaching-resource/Life-as-a-Victorian-child-3013157">http://www.tes.co.uk/teaching-resource/Life-as-a-Victorian-child-3013157</a></p> <p>Victorian children photopack</p> <p>BBC website:</p> <p><a href="http://www.bbc.co.uk/schools/primaryhistory/victorian_britain">http://www.bbc.co.uk/schools/primaryhistory/victorian_britain</a></p>
8	Victorian school	<ul style="list-style-type: none"> <li>• Look at the Victorian schools using the same resources as last week</li> <li>• Hold a Victorian school day in class, asking pupils to come in costume if possible. Pupils would be expected to only speak when they were spoken to, recite times tables, write on slate boards and wear dunce caps if they misbehaved. Stay in character as a stern teacher, then evaluate the day afterwards in comparison with modern schools.</li> </ul> <p><b>CROSS CURRICULAR OPPORTUNITIES:</b></p> <p><b>ENGLISH:</b></p> <ul style="list-style-type: none"> <li>- Write a diary of your day in the Victorian school</li> <li>- Write a job description for a Victorian school teacher as if the job was being advertised. What qualities and skills would the Headteacher be looking for?</li> </ul> <p><b>MATHS:</b> Give pupils long (boringly presented) lists of sums to do or tables to remember at short notice. What do pupils think of the differences between this and modern maths teaching?</p>	<p><a href="http://www.tes.co.uk/teaching-resource/Life-as-a-Victorian-child-3013157">http://www.tes.co.uk/teaching-resource/Life-as-a-Victorian-child-3013157</a></p> <p>Victorian children photopack</p> <p>BBC website:</p> <p><a href="http://www.bbc.co.uk/schools/primaryhistory/famouspeople/victoria/">http://www.bbc.co.uk/schools/primaryhistory/famouspeople/victoria/</a></p> <p>victorian wordsearch</p>