



**Kildwick CE VC Primary School**

Learning to Live - Living to Love - Loving to Learn



# Changes for children in Victorian Britain KS2

## History: Curriculum Intent—Key Knowledge

### Background

The Victorian period is the period that Queen Victoria reigned in Britain, from 1837 to 1901. It is characterized by a class-based society and Britain's status as a very powerful empire. There were many changes that occurred in Britain during the Victorian period. One of the biggest turning points was introduction of the education acts towards the end of the Victorian period and the way that this changed society and the lives of children. At the beginning of the Victorian period, most poor children had to work to support their family and didn't often go to school. Towards the end of the Victorian period, with the introduction of the factory and workshops act alongside the different education acts, education became compulsory for all children.

<b>All dates below are approximate</b>	All dates below are approximate
<b>Queen Victoria is born</b>	24th May 1819
<b>Queen Victoria's reign and the Victorian period</b>	1837-1901AD
<b>Slavery abolished in the British Empire</b>	1st August 1838AD
<b>The London to Birmingham railroad opens</b>	17th September 1838AD
<b>Acts and laws to protect children passed</b>	1870AD Education Act passed 1878AD Factory and workshops Act passed 1880AD Further education act passed to make school compulsory for all children 1891AD Elementary Education Act passed which made school free.

### Key Themes and terms which run through our history curriculum

**Culture** –shared behaviour such as diet, language, clothing, tools, music, arts, customs, beliefs, and religion, which are shared by a group of people or society

**Education**– the process of learning

**Society** – people living together in organised communities

**Hierarchy**- the different ranks, or power structures, in a society or organisation.

**Monarch, monarchy** – a monarch is the king or queen. A monarchy is a country ruled by a monarch

**Technology**- inventions and methods for solving practical problems.

**Parliament** – a group of people who are elected to make the laws of the country.

**Law**– a system of rules or a rule that a country or area recognises and follows.

**Reform**– making changes in order to improve something.

**Empire** – a group of countries ruled by an emperor or empress of the most powerful country.

### Key Acts (Chronological)

<b>1870 Education Act</b>	Made education available for all children ages 5-10.
<b>1878 Factories and workshops act</b>	Banned employment of children under 10.
<b>1880 Education Act (furthered)</b>	Made school compulsory for all children under the age of 10.
<b>1891 Elementary Education Act</b>	Made education free for all children.

### Key People (Chronological)

**Queen Victoria**– the monarch of this period.

**Lord Shaftsbury**– a politician in Victorian society that managed to bring reforms that improved the lives of poor children in Victorian society.

**Dr Barnardo**– the man who was responsible for creating a charitable foundation that took in almost 60,000 neglected and disadvantaged children. Throughout London, these children were given care and education at his foundation's 'homes'.

## Curriculum Intent: Key Lines of Enquiry

Key line of enquiry 1:	Key line of enquiry 2:	Key line of enquiry 3:
<p><b>When was the Victorian period and who were the Victorians?</b> We will learn about:</p> <ul style="list-style-type: none"> <li>• When the Victorian period was in relation to the rest of British and some world history.</li> <li>• What key events took place in the Victorian period and when these events happened.</li> <li>• Who Queen Victoria was and how long reigned.</li> </ul>	<p><b>What was life like for poor children at the start of the Victorian period? How do we know?</b> We will learn about:</p> <ul style="list-style-type: none"> <li>• The types of jobs that poor children did at the start of the Victorian period (chimney sweep, servants, mill workers, factory workers, farm hands and coal mine workers). Often the jobs that they did were very dangerous.</li> <li>• How poor children had to work to support their families.</li> <li>• Evidence of what life was like for poor children at this time (photos, pictures, artefacts, records and an extract from Oliver Twist-fiction written in this period).</li> </ul>	<p><b>What was life like for rich children at the start of the Victorian period and how is this different to the life of a poor child?</b> We will learn about:</p> <ul style="list-style-type: none"> <li>• How rich and poor children had different lifestyles at the start of the Victorian period.</li> <li>• The lives of rich Victorian children.</li> <li>• How rich children were taught at home by a governess until the age of ten.</li> <li>• At the age of 10, rich Victorian boys would go to school. Rich Victorian girls would continue to be educated at home.</li> <li>• Rich children did not have to work.</li> <li>• Evidence of what life was like for rich children at this time (photos, pictures, artefacts, records)</li> </ul>
<p style="text-align: center;"><b>Key Vocabulary</b></p> <p><b>Reign</b>– the period of rule of the monarch.  <b>Reform</b>– making changes in order to improve something.  <b>Industry</b>—activity which involves manufacturing of goods.  <b>Labour</b>— work, especially physical work.  <b>Law</b>– a system of rules or a rule that a country or area recognises and follows.  <b>Inequality</b>— a difference in circumstance or fairness.</p>	<p style="text-align: center;"><b>Key Vocabulary</b></p> <p><b>Chimney sweep</b>– a person whose job is to sweep the soot out of a chimney.  <b>Servant</b>– a person whose job it is to perform duties for others, often in a household.  <b>Mill</b>— a factory fitted with machinery for a certain kind of manufacture.  <b>Coal mine</b>– an excavation in the Earth that coal is extracted from.  <b>Farm hand</b>– A farm worker.</p>	<p style="text-align: center;"><b>Key Vocabulary</b></p> <p><b>Governess</b>– a woman employed to teach children in a household.  <b>Education</b>— the process of learning.  <b>Artefact</b>- an object made by a human being, typically one of cultural or historical interest.</p>

## Curriculum Intent: Key Lines of Enquiry

Key line of enquiry 4:	Additional Line of Enquiry 5:	Links to other History topics:
<p><b>What laws were created to protect children from dangerous working conditions and give them an education? Who supported these?</b></p> <p>We will learn about:</p> <ul style="list-style-type: none"> <li>• Ragged schools.</li> <li>• Who Dr Barnardo and Lord Shaftsbury were and the work that they did to protect children.</li> <li>• The changes in education laws over time and the impact that this had.</li> <li>• The 1870 Education Act which made education available for all children ages 5-10 (although this was not free until 1891 and many children continued to work to support their families).</li> <li>• The 1978 Factory and workshops act banned employment of children under 10.</li> <li>• The 1880 Act which made school compulsory for all children until the age of 10.</li> <li>• The 1891 Elementary Education Act which made school free for all children.</li> <li>• Why these laws were put in place.</li> <li>• The consequences and impact of these laws on modern Britain.</li> </ul>	<p><b>What were Victorian schools like?</b></p> <p>We will learn about:</p> <ul style="list-style-type: none"> <li>• How Victorian schools are different to schools today.</li> <li>• Evidence from photos, records, written sources and artefacts about what schools were like.</li> <li>• The school day was very long, often finishing at 5pm.</li> <li>• The regime was very strict. Children would sit in rows, in silence and copy from the blackboard.</li> <li>• There was a big emphasis on religion and the 3 r's (reading, writing and arithmetic).</li> <li>• There were severe punishments like the cane and dunce's cap.</li> <li>• Boys and girls were taught separately for some subjects.</li> </ul>	<p><b>Links to other History topics:</b></p> <p>In the Local history topic (Life in Kildwick in WW2), comparison with life as a child in Kildwick in WW2 compared to a Victorian child.</p>
<p><b>Key Vocabulary</b></p> <p><b>Act</b>– a type of law.</p> <p><b>Education</b>– the process of learning.</p> <p><b>Law</b>- a system of rules or a rule that a country or area recognises and follows.</p> <p><b>Parliament</b>- a group of people who are elected to make the laws of the country.</p> <p><b>Ragged schools</b>– charitable organisations that provided education to poor children.</p>	<p><b>Key Vocabulary</b></p> <p><b>3 r's</b>—The Victorian phrase for “reading, writing and (a)rithmetic).</p> <p><b>Dunce's cap</b>– a paper hat that children had to wear as a sign of disgrace in Victorian school.</p> <p><b>Cane</b>– a wooden stick that was used to hit.</p> <p><b>Rote learning</b>– Learning by chanting and repeating something many times.</p>	<p><b>Links to other subjects:</b></p> <ul style="list-style-type: none"> <li>• Art –</li> <li>• Science –</li> <li>• Geography –</li> <li>• Possible English text:</li> <li>• British Values</li> </ul>