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Cross-curricular links

Chapter	History SoW	Geography SoW	PSHE and citizenship	Literacy framework	DT (Sow)	ICT SoW
1	Unit 11			Y5 Non-fiction, Unit 2 Y6 Non-fiction, Unit 1		Unit 2C Unit 4A
2	Unit 11		Unit 7	Y5 Narrative, Unit 4 Y5 Non-fiction, Unit 3 Y6 Non-fiction, Unit 1 Y6 Non-fiction, Unit 3		Unit 6D
3	Unit 11			Y5 Non-fiction, Unit 2	5c	Unit 4A Unit 6D
4	Unit 11		Unit 8	Y5 Non-fiction, Unit 2		Unit 6A
5	Unit 12	Unit 6 Unit 18 Unit 24	Unit 5 Unit 9	Y6 Non-fiction, Unit 3		Unit 6A
6	Unit 12	Unit 24	Unit 5 Unit 9	Y5 Non-fiction, Unit 1		Unit 6D
7	Unit 11			Y6 Narrative, Unit 4 Y6 Non-fiction, Unit 2		Unit 6D
8	Unit 11			Y5 Non-fiction, Units 1 and 2	5c	Unit 4A
9	Unit 11			Y5 Non-fiction, Units 2 and 3 Y6 Non-fiction, Unit 2		Unit 6D
10	Unit 12	Unit 6 Unit 18 Unit 24	Unit 5 Unit 9	Y5 Non-fiction, Unit 2	4a 5a	Unit 5A

Introduction



Each chapter in this book has an initial set of background teacher's notes to give you the basic information you need to teach each aspect of the subject. After this there are Generic sheets which can be copied or displayed to illustrate different aspects of Victorian life. Then there is a lesson plan which gives you guidance on how to teach each aspect and how to support and extend the children's learning. Finally there are photocopiable and differentiated activity sheets for the children to complete in groups or individually.

Each chapter in this book looks at different aspects of the lives of the Victorians. They are based on the QCA Schemes of Work for History at Key Stage 2, years 5 and 6. They cover the minutiae of the life of Victorian children from their living conditions, education and leisure time to the global achievements of the Industrial Revolution and the legacy they have left behind. The impact of these wider changes on ordinary people is investigated as well. The children are encouraged to find out about the way in which our lives continue to be shaped and influenced by the Victorians. The final chapter in the book is based on the children looking at their local environment to find any evidence that remains of the Victorians.

The chapters do not need to be followed in any particular order and the activities should be considered as starting points for further investigation. You will need to adapt some of the activities according to the area you live in. If you are fortunate enough to live close to any working museums spend as much time as possible actively investigating the world of the nineteenth century.

The Victorian age was a time of great change and innovation which impacted on the lives of everyone. The class divide was clear and social hierarchy was observed strictly. A strict moral code was followed by the majority of the population as the Church had a very strong influence on the behaviour of rich and poor alike. Those who were seen to have strayed from the straight and narrow were condemned and forgiveness was not easily obtained.

The reign of Queen Victoria was the longest of any monarch to date and she was a much beloved figure. Despite her withdrawal from public life after Prince Albert's death she was still a figure of respect and she was the figurehead of the British Empire. It is perhaps at this time that Britain enjoyed its greatest influence and wealth. Our status amongst other world powers in modern times is perhaps still influenced by our past.

There were many highly respected and revered figures who were alive during Victoria's reign and whose work and successes have affected many things we take for granted in our modern world. Men and women such as Dr. Barnardo, Florence Nightingale and Isambard Kingdom Brunel have to a lesser or greater degree shaped the modern world and in some cases the results of their work is in evidence on a daily basis.

Victoria and her children

TEACHERS' NOTES

Victoria the Princess

Queen Victoria was the niece of William IV and reigned from 1837 to 1901. She is the longest reigning monarch of the United Kingdom to date and during her reign it was a time of tremendous change.

Princess Alexandrina Victoria was born on May 24th 1819 in Kensington Palace. Her mother was a German princess and her father was Edward, Duke of Kent, the fourth son of King George III. His brother was Prince Regent and was crowned George IV in 1820. Victoria's father died in debt soon after she was born and her mother nearly had to return to Germany. Her brother Prince Leopold of Saxe-Coburg gave her an allowance so they were able to stay. In 1825 Parliament acknowledged that Victoria would be likely to accede to the throne, because William IV had no legitimate children living, and gave an annuity of £6000 to pay for her education and keep.

As a child Victoria had quite a fiery temper until her governess Baroness Lehzen was able to "tame" her and she grew up to be a polite young woman. Her uncle Prince Leopold took a great interest in her as she grew up until he became King of Belgium in 1831. Her mother shielded her from many of her other relatives, both English and German, because she considered their behaviour to be inappropriate. Her mother controlled her every move until she became Queen, when she finally asserted her authority and independence. Up until that time Victoria had always slept in a little bed in her mother's room and when she became Queen and moved to Buckingham Palace she immediately ordered that they had separate apartments and her mother had to send a note to ask permission to see her daughter.

Victoria the Queen

Victoria became Queen when she was eighteen. Royalty came of age three years before other people at that time. She made an instant impression on all around her from the first day and showed her strong will and obstinacy. She carried out her royal duties with the Prime Minister with unexpected efficiency and maturity. She asked Baroness Lehzen to stay in court and help her, and she had two trusted advisers in her early reign, Baron Stockmar and the Prime Minister Lord Melbourne. Lord Palmerston, who was Foreign Secretary, was also very important in guiding her in the early days.

Throughout her reign she was devoted to her country although she was sheltered from much of the unpleasantness of life in the nineteenth century. She was

unaware of the living conditions of the majority of the population but despite this she was well loved by her subjects.

Victoria and Albert

Victoria's uncle Leopold set up a meeting between Victoria and her cousin Albert, Prince of Saxe-Coburg-Gotha in May 1836. They married on 10th February 1840 and were devoted to one another. Albert was very handsome but was also intelligent and had strong principles. He was a good foil to the more frivolous Victoria and they settled into a happy family life. Victoria gradually allowed Albert to take on more and more of her responsibilities as Queen and in 1857 he was given the title 'Prince Consort'.

Albert died in 1861 after contracting typhoid fever. He was aged 42 and Victoria and Albert had enjoyed 21 years of marriage. Victoria went into a period of deep mourning and neglected her duties for many years. She withdrew to Balmoral for a long time and the monarch's powers declined and were taken on by the Prime Minister and ruling party of the time. She wore black for the rest of her life and when she returned to her public duties she refused to wear her robes of state or her crown.

Victoria's children

Victoria had nine children, forty grandchildren and thirty-seven great grandchildren. She was known as the "Grandmother of Europe" because so many of them married members of other European royal families.

Her eldest child, the Princess Royal, was called Victoria and was born in 1840. She married Frederick III, German Emperor and King of Prussia.

Albert Edward, Prince of Wales, was born in 1841 and married Princess Alexandra of Denmark. He became King (Edward VII) in 1901 when he was sixty. He was known for bringing a spirit of harmony between France and England during his reign. He was a very popular king despite never being involved with any affairs of State while his mother was alive.

Victoria's third child, Alice, was born in 1842 and she married the Grand Duke Ludwig of Hesse. Alfred was born in 1844 and he married the Grand Duchess Marie of Russia. Helena, born in 1846, married Prince Christian of Schleswig Holstein. Louise who was born in 1848 married the Marquis of Lorne; Arthur, born in 1850, married Princess Louise of Prussia; and Leopold, 1853, married Princess Helena of Waldeck. Finally her youngest

child Beatrice, born in 1857, married Prince Henry of Battenberg.

Both Victoria and Albert spent a lot of time with their children and were determined to bring them up as normally as possible. They spent their holidays at Balmoral or at Osborne House on the Isle of Wight. Not all of the children were as serious-minded as their father. Their eldest son, Bertie, was a bit of a playboy and caused them much concern and disquiet in his youth. The Queen condemned Bertie's behaviour, and she blamed him for Albert's death. She believed that the shock of hearing of his affair with an actress caused Albert's final illness.

The end of Victoria's Reign

After Albert's death Victoria withdrew from the public eye and grieved for many years on her own at Balmoral or Osborne House. Her popularity waned during this time as

did her power over the government. It wasn't until Bertie became ill with typhoid fever in 1871 that public sympathy turned in her favour again. When he recovered the nation was most definitely behind their Queen once more.

In 1876 Benjamin Disraeli, who was then Prime Minister, passed a Bill in Parliament, which meant that Victoria became Empress of India. England became the centre of a huge Empire during her reign and when she died she ruled over one quarter of the world.

Her Golden Jubilee was celebrated in 1887 and her Diamond Jubilee in 1897 with much pomp and circumstance. The entire country joined in the celebrations at that time, and when she died in 1901 they went into mourning. Children wore black and Englishmen all over the world bought black edged handkerchiefs. She was finally laid to rest in the mausoleum at Frogmore, Windsor, beside Prince Albert.

Important dates

1819	Princess Alexandrina Victoria born	1859	Darwin's "Origin of Species" published
1821	First female doctor born, Dr. Elizabeth Blackwell	1860	Training of nurses in Britain began
1825	Stephenson drove first steam locomotive from Stockton to Darlington	1861	Prince Albert died Abolition of slavery in USA
1829	Stephenson's "Rocket" Foundation of the Metropolitan police force	1864	International Red Cross started
1830	First steam fire engine	1865	Lister introduced antiseptic surgery
1832	Lewis Carroll born	1866	H.G. Wells born
1833	Abolition of slavery in British colonies	1869	Suez Canal opened Sir Henry Wood born
1835	Town councils allowed to set up their own police forces	1870	Education Act Charles Dickens died
1837	Victoria becomes Queen Shorthand invented by Isaac Pitman Morse code alphabet adopted	1871	Trade Unions legalised First FA Cup competition
1840	Queen Victoria married Prince Albert Penny post began Thomas Hardy born	1873	Sir Edwin Landseer died
1841	Thomas Cook's travel agency founded	1874	First typewriter for sale
1845	Irish potato famine	1876	Telephone invented by Alexander Graham Bell
1846	Planet Neptune discovered	1878	First electric lighting Microphone invented by David Hughes
1847	Chloroform first used as an anaesthetic in Britain 10-Hour Act introduced	1879	Albert Einstein born
1850	William Wordsworth died Robert Louis Stevenson born	1881	Fleming born
1851	The Great Exhibition J.M.W. Turner died	1883	First match between Australia and England for the Ashes
1854-6	Crimean War	1887	Golden Jubilee celebrations
1855	Charlotte Brontë died	1888	Edward Lear died
1856	Victoria Cross first given George Bernard Shaw born	1890	Forth Bridge opened
1858	First message sent by Atlantic cable	1891	Education became free
		1892	Alfred, Lord Tennyson died
		1894	Opening of Manchester Ship Canal
		1895	X-rays discovered
		1897	Diamond Jubilee celebrations
		1899	Boer War started First international wireless message sent by Marconi
		1901	Death of Queen Victoria

Victoria and her children

Unit 11 What was it like for children living in Victorian times?

Who were the Victorians and when did they live?

- to identify Queen Victoria and place the Victorian period in relation to other periods of British history
- to infer information from a portrait

Resources

- String, pegs, illustrated dated cards to represent different periods of history.
- Copies of portraits of Queen Victoria, her family, and paintings of events that they attended, such as the Great Exhibition.
- Generic sheet 1
- Interactive whiteboard or OHP
- Activity sheets 1-3

Starting points: whole class

Ask the children what they already know about Queen Victoria and the Victorians and record all the things they tell you. This information will be worth revisiting at the end of the topic to see if they have learned more detail or if what they knew was accurate. It is worth understanding and exploring their pre-conceptions about a period of history as well as establishing where there is already underlying knowledge that you can build upon.

The aim of this unit of work is to place the Victorian era within a timeframe to help the children understand when it was. They need to understand that while the longest reigning monarch to date was on the throne life in Britain changed dramatically. The children also need to observe and think about how the queen herself changed over time and how the world was at the beginning and end of her life.

The Victorian era lasted from 1837 to 1901 when Queen Victoria died aged 81. Ask the children to work out how long she was on the throne and put this into context by thinking about the ages of their parents and grandparents. Suspend a “washing line” from the ceiling of the classroom, and attach a card with the current date at one end of the string with a peg. Add cards to mark the change of each century ensuring that they are evenly spaced along the timeline. Remind the children of other historical times they have investigated during Key Stage 1 and 2 already. Using these dates give the children illustrated and dated cards to place on the string in the correct position along the

timeline. They will need to think about the year(s) marked on each of the cards and work out how far apart they will need to be on the string. You might choose to label the change from B.C. to A.D. as well to extend the children. Once all these periods of time are positioned appropriately on the timeline ask the children questions about how long it was between specific eras, for example, are we closer in history to the Victorians than the Tudors to the Victorians, and so on. Leave this visual timeline up for the duration of the topic so the children can remind themselves of when the Victorians featured in the history of Britain. You could add more specific detail relevant to the Victorians as time goes on if you like.

Display Generic sheet 1 to show the Kings and Queens of England and when they reigned. Ask them to locate Queen Victoria, Queen Elizabeth II and any other monarchs they are familiar with from other history topics.

Find some large colour copies of portraits of Queen Victoria and ask the children if they know who it is. Do they think they are of the same person? Once they have had a chance to look at these and discussed them for a little while start them off on their activity sheets.

Group activities

Activity sheet 1

This sheet is for children who need a little more support. They need to look at the two pictures of Queen Victoria, and then comment on her appearance and how it has changed over time.

Activity sheet 2

This sheet is for children who are more confident and work independently. They need to look at the two pictures of Queen Victoria and choose words to describe her appearance before writing sentences to comment on her appearance and how it has changed over time.

Activity sheet 3

This sheet is for the most able children. They will look at the two pictures of Queen Victoria and comment on them and then use non-fiction texts to find more information about her life at that time.

Plenary session

Ask the children which of the two portraits they prefer and why. Ask them to put copies of the portraits on the timeline above them so they can see how the Queen herself changed over time. Ask them if they have a better understanding of the length of time the Victorian era covered.

Ideas for support

If the children are struggling with the concept of a timeline draw a simple line with the important time periods demarcated on it. Talk them through the periods of history they have already studied and ensure they understand the relative timescale between the current year and Tudor times, the Victorians and so on.

When they are looking at the portraits of Victoria it may help to tell the children when they were painted and how old the Queen was at that time. Give them a bit of basic information about her life at that time to help them appreciate why she is looking stern and so on.

Ideas for extension

Give the children a simple blank family tree that takes them back to their great great grandparents' generation and ask them to see how much of this they can fill in at home. See if they can manage to get back to the Victorians in

their own family. If they can do this and know what their jobs were the children could research that particular job and find out about what they did and what their living conditions were like.

The children can also see if they can find other portraits of Victoria and her family at different stages of their lives. The National Portrait Gallery website has some excellent photos which would be useful for the children to look at, as does their website. The children could date each of the portraits they see and work out when it was painted during her reign.

Linked ICT activities

The children should use an online encyclopaedia, such as Wikipedia, or similar software, to research the lives of Queen Victoria and her family. They should search for one specific family member and use a word processing package such as Microsoft Word to record the information they find. Teach the children to cut and paste pictures and information in order to produce a piece of information text that could be displayed in the classroom or made into a reference book that the whole class can access easily.

There is software available for making family trees such as "Legacy". The children may already be aware of some of this software if their family are involved in investigating their family history. Invite someone in to demonstrate how such software works, or ask the children to use it at home if possible, to develop their own family trees.

Kings and Queens of England

Roman Britain	43-450 A.D.	Henry VIII	1509
Division into Kingdoms	613-1017	Edward VI	1547
Danish Rule	1017-1066	Mary I	1553
William I	1066	Elizabeth I	1558
William II	1087	James I	1603
Henry I	1100	Charles I	1625
Stephen	1135	Commonwealth	1649
Henry II	1154	Charles II	1660
Richard I	1189	James II	1685
John	1199	William III and Mary II	1689
Henry III	1216	Anne	1702
Edward I	1272	George I	1714
Edward II	1307	George II	1727
Edward III	1327	George III	1760
Richard II	1377	George IV	1820
Henry IV	1399	William IV	1830
Henry V	1413	Victoria	1837
Henry VI	1422	Edward VII	1901
Edward IV	1461	George V	1910
Edward V	1483	Edward VIII	1936
Richard III	1483	George VI	1936
Henry VII	1485	Elizabeth II	1952

Queen Victoria

Name



1. Which of these words best describes the Queen in the first picture?

Circle the ones which are most suitable.

- | | | | | | |
|-----------|---------|----------|------------|--------------|------------|
| young | old | regal | fun-loving | pretty | attractive |
| confident | serious | sad | angry | full of life | unhappy |
| slim | large | ordinary | important | sensible | happy |

2. Which of these words best describes the Queen in the second picture?

Circle the ones which are most suitable.

- | | | | | | |
|-----------|---------|----------|------------|--------------|------------|
| young | old | regal | fun-loving | pretty | attractive |
| confident | serious | sad | angry | full of life | unhappy |
| slim | large | ordinary | important | sensible | happy |

3. Now cut out the first picture and stick it onto a piece of paper. Using the words you have circled write some sentences about the young Queen.

4. Do the same with the second picture.

5. Would you most like to meet the young or old Queen and why?

Write a sentence to explain this.

Queen Victoria

Name



1. Write some words that best describe the young Queen in the first picture.

2. Write some words that best describe the Queen in the second picture.

3. Now cut out the first picture and stick it onto a piece of paper. Using the words you have recorded write some sentences about the young Queen.

4. Do the same with the second picture.

5. Would you most like to meet the young or old Queen and why? Write a sentence to explain this. _____
