

Year 6: How did life improve for poor children during the reign of Queen Victoria?

NC reference: a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - changes in an aspect of social history

Objectives:

- Know and understand the chronology of British and world history
- Know and understand the chronology of the Victorian period
- Be able to consider and explain the significance of Queen Victoria and the Victorian Age
- Be able to compare the significance of events, developments and people during the Victorian Age
- Understand the causes and consequences of child labour and working conditions in coal mines at the start of Queen Victoria's reign
- Understand what events led to changes in the working conditions for children
- Be able to recognise primary and secondary sources and use a range of sources to find out about an aspect of the past
- Understand that the work of individuals can change a society
- Be able to compare the significance of events, developments and people during the Victorian Age
- Be able to compare and contrast typical experiences of school in the 21st century with experiences of school in Victorian Times

Key Factual Learning:

- ✓ Queen Victoria was born in 1819 and ruled from 1837 to 1901. She married Prince Albert (her cousin) in 1840 and together they had 9 children. Albert died in 1861.
- ✓ As a result of the industrial revolution, many people left the countryside and moved to towns and cities, which became crowded with very poor living conditions. The population more than doubled from 16 to 37 million, leading to a huge demand for food and housing. There was no free state education at the start of Queen Victoria's reign – most children worked in mines and factories instead.
- ✓ Working in a colliery was dangerous, low-paid and difficult, but many children were forced to do so in order to help support their families. Children as young as 5 worked long hours. Many were treated badly and life expectancy was low.
- ✓ In 1839, Ashley Cooper, the 7th Earl of Shaftsbury commissioned an investigation into working conditions in mines and factories. The 'Report on Child Labour' was published 3 years later in 1842, comprising of thousands of pages of oral testimony. The report shocked society, and quickly led to changes in the law.
- ✓ The Mine Act of 1842 and The Factory Act of 1844 improved working rights and conditions for children.
- ✓ Improvements continued to be made throughout Victoria's reign. Dr Thomas Barnardo set up the Ragged School in the East End of London in 1867 to provide a basic education for poor children. He opened his first home for boys in 1870 after a pauper orphan called Jim Jarvis showed him homeless boys in London. His home bore the slogan 'No Destitute Child Ever Refused Admission'.
- ✓ The Education Act of 1870 provided schools for all children aged 5-12. Discipline and rules at Victorian schools in the 1870s and 1880s were very strict and punishments were harsh. Girls and boys were taught different lessons but there were still many similarities with schooling today. The 1880 Education Act made school compulsory for all children.
- ✓ A number of common items that we take for granted today were invented during Victorian times and these significantly improved people's quality of life. These include photography (1838), telephones (1876), electric light bulbs, cars, bicycles, sewing machines, radio, concrete, type-writers and rubber tyres.

Practical Tasks (Historical Enquiry):

- Create a timeline of all periods of history studied at school. Add Victorian Period to the timeline and explain and discuss where it sits in relation to other studies. **6.1**
- Order ten key events from Queen Victoria's reign and place them on a timeline. **6.1**
- Discuss the effects of the Industrial Revolution on the towns and cities. Children write a paragraph to explain the impact on people at the time. **6.2, 6.4**
- Read extracts from The Report on Child Labour and discuss. In role as a researcher for the Report on Child Labour, write out transcripts from children's oral testimony, detailing their experiences working in coal mines. **6.6**
- Read and watch information texts about the life of Dr Barnardo. Answer questions in role as Dr Barnardo to explain what caused him to act as he did and what the significance of his actions were. **6.2, 6.4**
- Read a first-hand account of a school day in the late 1800s. Identify the similarities and differences with education in the 21st Century. **6.5, 6.6**
- Discuss the effects of the Mine Act of 1842 and the Education Act of 1880 and explain which the children think was more significant, and why. **6.1-6.5**
- Use the internet to research information about Victorian inventions and create PowerPoints to display their findings. Which invention has had the biggest impact? Discuss that different sources of evidence may lead to different conclusions. **6.3, 6.4**

Key Vocabulary:

Victorians, industrial revolution, population, steam engine, slum, shilling, colliery, corve, coal seam, establish, Ragged School, destitute, pauper, orphan, discipline, punishment, compulsory, needlework, curtsies, recite/recitation, unison, copperplate, clerk

Cross-Curricular Links:

Reading – Street Child by Berlie Doherty, Extracts from A Christmas Carol and Oliver Twist by Charles Dickens.

Writing – Short 1st person narratives based on Street Child; Factual discussion/debates on whether poor children were better off inside the Workhouse or not; Newspaper reports documenting Jim's escape from the Workhouse, Extended narratives following Emily and Lizzie Jarvis – the 'Sisters of Street Child'.

Science – Electricity topic contains links to Thomas Edison and the Victorian inventions of the lightbulb and electric lamp

D&T – Isambard Kingdom Brunel and suspension bridges

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Year 6: How has Bulwell changed over time?

NC reference: a local history study

Objectives:

- Know where Bulwell is located on a map of the UK
- Recognise important land marks in the locality
- Understand the significance of the name given to Bulwell and how it originated
- Understand how the Bulwell Bogs area of the town has changed over time
- Understand how land use has changed over time (maps)
- Understand how people's jobs changed in the local area

Key Factual Learning:

- ✓ Bulwell is a market town located in Nottingham. It is around 4.5 miles from Nottingham city centre.
- ✓ Bulwell is recorded in the Domesday Book (1086) as "Buleuuelle" and classified as a village.
- ✓ The name is supposed to derive from the spring called "Bull Well", which runs out of the Bunter sandstone over a bed of clay. It is suggested that the first part of the name may stand for an Anglo-Saxon person called Bulla, or describe the bubbling sound produced by the flowing water of the spring.
- ✓ The River Leen runs through the centre of Bulwell and next to the river in the centre of Bulwell is a piece of land known as "The Bogs."
- ✓ Bulwell Bogs was formerly an ancient open space and was enclosed in the late 1860s.
- ✓ In 1872 a local boy was charged with trespass, a case that was dismissed when his lawyer cited ancient rights of public usage. The case had strong support from local people and at one point it is reported that a thousand people went in procession through Bulwell to take possession of the Bogs. However, the victory did not endure and the land was soon enclosed again.
- ✓ Shortly afterwards Nottingham Corporation stepped in and bought the Bogs which remain a public open space today.
- ✓ After an 1872 attempt by the Lord of the Manor to enclose the land around the Bogs, the people of Bulwell staged a peaceful protest, massing in hundreds to protect their common land.
- ✓ The whole Bogs area was set to be demolished in 2002 to make way for a road bridge and transport interchange for buses, trams, taxis and trains.
- ✓ Fierce local opposition resulted in a campaign to prevent the plans, which the City Council eventually scrapped.
- ✓ Before the mid-1800s residents of Bulwell earned their living mainly from agriculture, framework knitting and bobbin lace-making.
- ✓ Babbington/Cinderhill colliery opened in 1841, providing Bulwell with coal mining jobs.
- ✓ The main industries around Bulwell from the mid 1800's were: coal mining, soap works, lace making, quarrying, potteries, brick works, cotton spinning and tanners. Maps show this.
- ✓ The opening of the colliery enabled the digging of clay seams also, resulting in the famous manufacture of bricks in the area. Sankey's pots are well known and put Bulwell on the map, exporting to many towns and cities across the UK.
- ✓ During the industrial revolution the train line was built because Bulwell was so close to the River Leen.
- ✓ Bulwell Common railway station was a station in Nottingham on the Great Central Railway main line. The station opened with the line on 15 March 1899. This was able to transport coal to other parts of the country.
- ✓ The train line enabled coal to be transported to and from blast furnaces and collieries in the area.
- ✓ Bulwell station originally opened in 1848, and was one of several stations to serve the town, briefly renamed Bulwell Market. A passenger train was then introduced, bringing people into the area for commercial jobs.

Practical Tasks (Historical Enquiry):

- Watch the 'Bulwell then and now' video <https://www.youtube.com/watch?v=czWldQasRlc>, discussing similarities and differences as the video progresses. **6.5**
- Identify the main features of Bulwell (River Leen, market place, Bulwell Bogs, St Mary's church)
- Watch the Bulwell Bogs video <https://www.youtube.com/watch?v=iQg7hVl8HiA>
- Discuss and mind map the main industries around the Bulwell area from the 1800's onwards. What made the area suitable for these industries? How did people's jobs change? **6.5**
- Use a range of maps spanning from 1885 to modern day to show similarities and differences
- Use inference to analyse photographs, adverts and an original Sankey pot to understand how our knowledge of the past is constructed from a range of sources. Children to list their inferences in a source enquiry. **6.6**
- Answer an essay-style question: what effect did the industrial revolution have in Bulwell? **6.2, 6.4**
- Present their findings in a creative way to assess. This could be a talk to parents, an information leaflet or presentation to the school about how Bulwell has changed over time.

Key Vocabulary:

Bulwell, Sankey's, colliery, industrial revolution, industry, agriculture,

Cross Curricular Links:

Geography – Our Changing World

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Year 6: How did the Anglo Saxons and Vikings shape modern day England?

NC reference: the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

Objectives:

- To explore what Britain was like before the first Viking invasions.
- To find out about the Viking invasions of Britain.
- To find out about the Viking settlement of Britain and how this affected the Anglo- Saxons.
- To find out why King Alfred was dubbed 'Alfred the Great'.
- To explore what life was like for Vikings living in Britain.
- To find out how and when England became a unified country.
- To find out about the end of the Anglo-Saxon and Viking era in Britain.

Key Factual Learning:

- ✓ By AD410 the city of Rome was under attack and the empire was falling apart. So the Romans had to leave Britain to help back home.
- ✓ Since the Romans had left, Britain no longer had the strong Roman army to defend it from invaders.
- ✓ There were many battles between Anglo-Saxons and Britons and gradually the Anglo-Saxons took control of most of Britain. The Dark Ages describe the centuries after the end of the Roman rule.
- ✓ The people we call Anglo-Saxons were actually immigrants from northern Germany and southern Scandinavia. The Angles, Saxons and Jutes.
- ✓ Anglo-Saxon Britain was divided and ruled very differently to the way we know now. By 556, Britain was divided into 7 Kingdoms: Northumbria, Mercia, Wessex, Sussex, Kent, Essex and East Anglia. Each was ruled by a different king. They fought to defend their kingdom or take control of other kingdoms.
- ✓ For more than 500 years after the Romans left, there were almost constant battles for land and power in Britain, first between the Anglo-Saxons and the Britons, and then between the Anglo-Saxons and the Vikings. Battles were bloody, brutal and frequent.
- ✓ In 793 the Vikings invaded England and so started a new era in British history. As well as fighting amongst themselves and battling the Britons, the Anglo-Saxons now had to deal with the Vikings too.
- ✓ The Vikings came from Norway, Sweden and Denmark, a group of countries called the Norse countries, now known as Scandinavia. The Vikings invaded Britain to gain the riches to be had there, as well as to find farmland.
- ✓ Because Norway, Sweden and Denmark have long coastlines, the Vikings used sailing as the quickest way to get around. They were good at developing ships that were fast and safe. Ships, known as longboats, were often used as a sign of wealth and were so important to the Norse people that sometimes they were buried in them.
- ✓ The Vikings were feared across Europe and in 793 it was England's turn to be afraid. The Vikings embarked on a raid to the English coast in search of riches. What they found on this first raid was a monastery called Lindisfarne on Holy Island. The monks and nuns who lived in holy orders like at Lindisfarne lived very peacefully, praying and copying out holy texts, devoting their entire lives to God. The Vikings ransacked Lindisfarne. They took the gold, silver and jewels they found and killed the monks who lived there. When they had taken what they wanted, they burnt the monastery down.
- ✓ In the years following the first Viking invasion, the Vikings continued to raid Britain. As well as looting towns and monasteries, the Vikings also started to colonise Britain. This meant they started to live in Britain.
- ✓ The Vikings turned their attention to the most powerful of the kingdoms, Wessex, and the Wessex king, Ethelred. In 871 there were many battles between the Vikings and the army of King Ethelred. However, Ethelred died after becoming ill. His children were still very young so his brother, Alfred, became king. About a month after he became king, Alfred suffered a humiliating defeat in the heart of Wessex, his own kingdom. By then, the men were war-weary and many had died from diseases or had simply deserted. Alfred decided he would try to buy peace instead of fighting for it.
- ✓ Alfred paid the Vikings 'Danegeld'.
- ✓ After King Alfred defeated the Vikings, a peace was agreed between them.
- ✓ King Alfred then became 'King of all England', uniting the Anglo-Saxon kingdoms and creating a sense of unity.
- ✓ Alfred was born in 849 into the family that ruled Wessex. He was the youngest of five sons and a daughter born to King Ethelwulf.
- ✓ Life for normal Anglo-Saxons and Vikings in Britain at this time would have been very similar. They would have farmed the land in small villages and settlements.
- ✓ Some Vikings learnt to read and write using runes. The runic alphabet is a series of symbols to represent a sound, much like our alphabet.
- ✓ By the 900s, the Anglo-Saxon kings were enjoying a 'golden age'. The Vikings still occupied the Danelaw but the two kingdoms remained separate.
- ✓ However, this golden age was not to last. By 1016, England had become a unified country under the control of a single Viking king.
- ✓ In the same century as 1016, there was another significant date in history which changed Britain forever. The year was 1066.
- ✓ During Edward's reign, England became the strongest kingdom in Europe.
- ✓ Edward was a very pious man who spent much of his time in prayer. This earned him the name 'Edward the Confessor'.
- ✓ However, when Edward died in 1066, yet again there were disputes about who should have the crown. Edward died leaving no children behind and there was no one in the royal family to take over as king. England's throne would be given to whoever had the strongest claim to it.
- ✓ Three men, amongst others, stepped forward as having a claim to the English throne after Edward's death: Harold Godwinson, William Duke of Normandy and Harold Godwinson.
- ✓ On Edward's deathbed, he had named Harold Godwinson as his successor.
- ✓ William gathered an army to attack England and try and claim the throne. By now, Harold Godwinson had been crowned King Harold II. Harold had to deal with the threat of attacks from Norway and from Normandy.
- ✓ In York, the English were defeated by Harold Godwinson and his army. King Harold decided he needed to travel north. He reached York in just four days, taking the Norwegians by surprise.
- ✓ The two armies met on 14th October 1066 and the Battle of Hastings began.
- ✓ During the fighting, King Harold was killed. The story tells that he was hit in the eye with an arrow and then killed by a Norman swordsman.
- ✓ William was crowned King of England on 25th December 1066. William I of England became commonly known as William the Conqueror.

Practical Tasks (Enquiry):

- Children to read through various fact cards about the Anglo Saxons way of life after the Romans left. First predicting answers then researching the actual answers.
- Children critically examine an extract from the Anglo-Saxon Chronicle describing the Viking attack on Lindisfarne (**source enquiry**) and explain why this was a significant event (**significance**)
- Children compare a map of England in 793 and in 886 and write down the similarities and differences they notice. (**similarities and differences**)
- Children critically examine an extract from the Anglo-Saxon Chronicle describing the deal Alfred the Great had made. (Danegeld) (**source enquiry**)
- Children create a timeline of events of how Danegeld was established in England (**chronology**)
- 'King Alfred is the most perfect character in history.' Children to use evidence from primary and secondary sources to refute or accept this statement by writing a detailed explanation. (**Source Enquiry and interpretation**)
- Children to sort the sentences about ways of life into the correct section of the diagram to show which apply to Anglo- Saxons, Vikings, both or neither. (**similarities and differences**)
- Children to read the Character Cards to find out how the whole of England came under the control of a single Danish king. Complete the flow diagram to show what happened. (**cause and consequence**)
- Ask children to choose one of the three men who had a claim to the English throne. Children to write an explanation explaining why their claim to the throne of England is the strongest. (**cause and consequence**)
- **Assessment: End of unit quiz!**

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✓ The Norman conquest of England ended the Viking and Anglo-Saxon struggle for the kingdom of England. England was now a unified kingdom under the control of one monarch, just as it is today.

Key Vocabulary: dark ages, kingdoms, invasion, power, Lindisfarne, tension, peace, raid, agreement, rein, unified, legacy, Alfred the Great, King Edmund, Battle of Hastings, Norman conquest