## Revolution

Are you listening, boy? What is 27 plus 45? Come on – faster now; we haven’t got all day! Find out about super-strict schools by travelling back in time to a Victorian classroom. Make sure you’re on your best behaviour though, as punishments are unquestionably terrible! Discover a time when great minds thought new thoughts and ingenious inventors created so many things we take for granted today: the electric light bulb, the telephone and even the first flushing loo! Let’s forge ahead to research a time when Victoria was Queen and Albert was Prince Consort, and when some people lived in slums while others prospered. Take on the role of an important reformer and present your good causes to the Queen. Can you gain the support of a wealthy sponsor? Full steam ahead to the Victorian age!

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| **Learning Intentions** |
| Compare and contrast leadership, belief, lifestyle or significant events across a range of time periods |
| Make detailed notes on an appropriate planning format, drawing on reading and research where necessary. |
| Choose the best materials for a task, showing an understanding of their working characteristics. |
| Demonstrate a high level of control, speed, strength and stamina when running, jumping and throwing, in isolation and combination, and suggest ways to improve performance. |
| Ask perceptive questions to evaluate an artefact or historical source. |
| Examine the decisions made by significant historical individuals, considering their options and making a summative judgement about their choices. |
| Describe the causes and consequences of a significant event in history. |
| Gather record and develop information from a range of sources to create a mood board or montage to inform their thinking about a piece of art. |
| Debate the significance of a historical person, event, discovery or invention in British history. |
| Consider and evaluate different viewpoints, attending to and building on the contributions of others. |

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| **Knowledge to be taught** | **Activities** |
| Writing-Common aspects of history, such as leadership, belief, lifestyle and significant events, are features of different historical time periods. Many of these threads have features in common, such as the invasion of a country by a leader and an army, but may also have differences, such as the success of an invasion. | Through the videos below, visit a Victorian school and classroom. Compare and contrast it to life in schools today in terms of resources, time tables, teaching, learning etc.. Make a table to help with the representation.  <https://www.youtube.com/watch?v=erYwMz5rdW0>  <https://www.youtube.com/watch?v=AQ3NyKlXpi0>  <https://www.youtube.com/watch?v=RymO7fYnHC8> |
| Writing - Draft and write, Use a wide range of devices to build cohesion within and across paragraphs. | Use your research to plan and write a short, non-chronological report about Victorian schools. Combine text, illustration and photographs in your report, thinking carefully about how to set them out. Use a checklist to make sure all the essential features of a report are included.  Recap on features of a non-chronological report with a particular emphasis on writing effective paragraphs. |
| D&T-It is important to understand the characteristics of different materials to select the most appropriate material for a purpose. This might include flexibility, waterproofing, texture, colour, cost and availability. | Take part in cooking, sewing or woodwork just as a child would have done at a Victorian school. Follow recipes to make popular dishes of the day, such as soup and jam, or build wooden toys, such as a sailing boat or train. Sew a simple sampler using different coloured threads and trying out different stitches. |
| PE-Control, speed, strength and stamina are skills that can be developed over time through practice and training. By working on these skills, performance in running, jumping and throwing should improve. | Take part in ‘drill’ activities every day. Follow video instructions and demonstrations to jog, march, arm swing, stretch, lift and jump in formation. Involve other family members too! Take it in turns to lead the drill, making routines more complex as you become better at coordinating your formations. |
| History- Questions can be used to evaluate the usefulness of a historical source. Examples include 'Who created the source? Why was the source created? Does the source contain any bias? When was the source created? Is the source similar to others made at the same time? Does the source contain any information that is untrue?' | Answer the question: How reliable are visual materials as a historical source? Look at a range of photographs, illustrations and paintings of Victoria and her family to consider what they can reveal about the past. Think about the type of questions a historian would ask when faced with this kind of evidence. |
| History - Decisions can be made for a variety of reasons, including belief, lack of options, cultural influences and personal gain. Decisions are influenced by the cultural context of the day, which may be different to the cultural context today, and should be taken into account when making a judgement about the actions of historical individuals. | Find out about crime and punishment in Victorian England. Discover what types of crimes were most common and which were considered the most serious. Consider why crime was rife during the Victorian era and how this was linked to the many families who lived in poverty. Find out why Sir Robert Peel and Lord John Russell are significant names in relation to the topic of crime and punishment. Decide how they would like to present the information and suggest ways that the theme could be researched. |
| History - The causes of significant events can be long-term and revolve around set ideologies, institutions, oppression and living conditions or short-term, revolving around the immediate motivations and actions of individuals or groups of people. These long- and short-term causes can lead to a range of consequences for individuals, small groups of people or society as a whole. | Find out about life in the Victorian slums. Find out what they were, how they arose and what everyday life was like for people who lived there. Create a fact sheet to present your research.  Urban slums: <https://www.youtube.com/watch?v=jHcWTNodhxA> |
| A mood board is an arrangement of images, materials, text and pictures that can show ideas or concepts. A montage is a set of separate images that are related to each other and placed together to create a single image. | Look carefully at the painting, [*The First Council of Queen Victoria*](https://www.rct.uk/collection/404710/the-first-council-of-queen-victoria), by Sir David Wilkie. Summarize what you think the picture shows and what it tells us about politics and power at the start of Victoria’s reign. How do you think the young queen feel about it? Create a physical or digital mood board consisting your ideas of this historical time.  <https://www.rct.uk/collection/404710/the-first-council-of-queen-victoria> |
| Significant people, events, discoveries or inventions can affect many people over time. Examples include the invasion of a country; transfer of power; improvements in healthcare; advancements in technologies or exploration. | Find out what is meant by the term ‘Industrial Revolution. Discover why the introduction of steam power caused the revolution to gain such rapid pace during Victoria’s reign and why coal was such an important raw material. Explain why Henry Bessemer’s method of converting iron into steel was so pivotal to Britain’s status as a ship building nation.  Look at various images of Victorian inventions. Check the invention dates and order the inventions on a timeline, talking about why they were so important. |
| Consider and evaluate different viewpoints, attending to and building on the contributions of others. | Look at named portraits and pictures of social reformers and change-makers of the Victorian era, including Lord Shaftsbury, Sir Robert Peel, Florence Nightingale, Joseph Lister, Elizabeth Fry, Octavia Hill, Edwin Chadwick, Dr Barnardo and Queen Victoria herself. What do you already know about each of the figures, explaining why you think they were important to historical change?  Write a short biography about one of these significant figures. |