

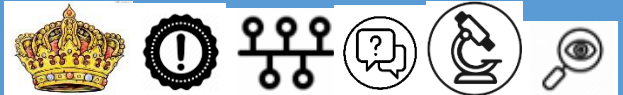





Springdale First School







Imagine, Believe, Achieve

Year 3 / History / The Victorians

| ★ Children's prior learning in this area | ★ Cultural Capital Opportunities | ★ Key vocabulary and glossary |
|---|---|---|
| <p>Idea of trade from Stone Age</p> <p>Children working in Stone Age mines</p> <p>Wars and taking over land as part of Stone Age.</p> <p>The Stuarts as a monarch family.</p> | <ul style="list-style-type: none">• Looking at Victorian architecture in the local area• Artefact handling from Poole Museum  A portrait of Queen Victoria, wearing a crown and a blue sash, with a white lace veil. The background is dark red. There is a small logo in the top right corner of the image that reads "EGG TAT RAI". | <p>Queen Victoria, Prince Albert, factory, empire, traditions, trade, industrial revolution</p> |

| | | |
|--|---|--|
| <p>Enquiry Question: Who was Queen Victoria and what are the important events in her life?</p> | <p>Enquiry Question: How big was Queen Victoria's empire?</p> | <p>Enquiry Question: How did the British Empire help make Britain great?</p> |
| <p>Concept: (Significance, Chronology) Thread: Monarchy Enquiry Skill: Questioning and Research, Interpreting Evidence</p>  | <p>Concept: (Change and continuity, Cause and Consequence) Thread: Empire Enquiry Skill: Research</p>  | <p>Concept: (Cause and Consequence) Thread: Trade Enquiry Skill: Questioning and Research</p>  |
| <p> Children will be able to state that the Victorian era started in 1837 – 1901. Queen Victoria was born in 1819 and died in 1901. She became queen in 1837, married Prince Albert in 1840, Prince Albert died in 1861, and then Queen Victoria died in 1901.</p> <p>Tasks:</p> <p>Recall and Retrieve: What do you remember about Monarch? What does this word mean? Who is our King? Do you know any other royals?</p> <p>Practise (substantive): I know who Queen Victoria was.</p> <p>Children will learn the important dates regarding Queen Victoria's life. This can be checked by drawing and matching lines to events and dates.</p> <p>Apply (disciplinary): I know how to order events in Queen Victoria's life.</p> <p>Children will be able to place these key events on a timeline of Queen Victoria's life.</p> <p>Deepen:</p> <p>Read an extract from Queen Victoria's diary when she was young and discuss whether she had a happy childhood or not.</p> | <p> Children will be able to say that at her peak, Queen Victoria rule ¼ of the world. Countries in her empire included Canada, Egypt, Australia, New Zealand, India, South Africa.</p> <p>Children will then compare it to modern British empire and discuss reasons why it differs (Britain invaded some countries and then these countries were given back their freedom, some wanted their own freedom to govern etc.) With Britain being so far away from some of these colonies, they could not defend their empire as well as they may have wanted.</p> <p>Tasks:</p> <p>Recall and Retrieve: Who was Captain James Cook? What did he do? Which countries did he discover?</p> <p>Practise (substantive): I know what an empire is. Students will learn what an empire is and what a colony. Write a definition in their books.</p> <p>Apply (disciplinary): I know how the empire changed over time.</p> <p>Children will look at maps of the British empire and how it changed over time. They will be able to write sentences explaining their observations.</p> <p>Deepen (disciplinary): I know the cause of the empire shrinking. Students to watch a video explaining why the empire shrunk. They may also want to act this out with different groups being different colonies. Write up as a discussion.</p> | <p> Children will learn that the different colonies provided Britain with many things it needed: West Indies: sugar, molasses, fruit, slaves. American Colonies: wood, dried fish, whale oil, iron, gunpowder, rice, tobacco. Africa: Gold, pepper, Slaves. India: tea, spices, cotton. Great Britain exported: furniture, textiles, luxuries, manufactured goods</p> <p>An important place was also Egypt which controlled the Suez canal which joined the East and West, cutting the travel time in half.</p> <p>Tasks:</p> <p>Recall and Retrieve: What does tarde mean? How did Francis Egerton help trade in England?</p> <p>Practise (substantative): I know which countries were part of the British empire and what resources they had.</p> <p>Apply (disciplinary): I know how the empire helped make Britain great.</p> <p>Students will learn that Britain was able to bring these resources back the England and use them or sell them to other countries. This made England rich. (This could be done as a drama exercise)</p> <p>Deepen: Students will quickly look at the Suez canal and how it helped Britain control trade routes. This also helped Britain become rich.</p> |

| | |
|--|---|
| <p>Enquiry Question: What was life like as a child miner in the Victorians?</p> | <p>Enquiry Question: What do artefacts tell me about Victorian life?</p> |
| <p>Concept: (Similarity and difference) Thread: Wealth and Poverty Enquiry Skill: Questioning and Research, Interpreting Evidence</p>  | <p>Concept: Interpreting Evidence, Similarity and Difference Enquiry Skill: Questioning and Research, Interpreting Evidence</p>  |
| <p> Children will read learn that life was tough for children who worked in the mines. It was often dark, they started at young ages, and worked long days. Children were often scared but had to do it to get money for their family. Children may compare this with life today and Stone Age flint mines.</p> <p>If appropriate, link with child labour today in other countries.</p> <p>Children in Victorian Britain: Down the Mine / Historical Association (history.org.uk)</p> <p>Tasks:</p> <p>Recall and Retrieve: What can you recall about Wealth and Poverty? Why did people smuggle goods (Year 2). What did Francis Egerton move in his canals (coal)?</p> <p>Children may also recall mining in the Stone Age and that children were sent down the mines as they are smaller.</p> <p>Practise (substantive): I know what a mine is.</p> <p>Children will look at different mines from the past and write down a definition. They will then begin to ask questions about what life was like down in the mines (how old, different jobs, what they wore, conditions etc.)</p> <p>Apply (disciplinary): I know how to research to find my answer.</p> <p>Children will be given pictures of child miners and also evidence from child miners from the government enquiry to answer the questions.</p> <p>Deepen:</p> <p>Do we still have child miners today? Briefly talk about child labour in the world.</p> <p>Child Labor Around the World - YouTube</p> | <p> Students will have the opportunity to look at a range of Victorian artefacts from the Poole Museum. They will then ask questions about them and try to find out what the artefacts were used for.</p> <p>Tasks:</p> <p>Recall and Retrieve: How do we find out about the past? Draw lines to match labels to pictures of diary, newspaper, paintings etc.</p> <p>Apply (disciplinary): I know how to look at evidence and ask questions.</p> <p>Children will have a range of artefacts which they will look at and observe. They will write down what it is made from and guess that the use was. They will also draw a picture of the artefact and guess what it may have been used for.</p> <p>Teacher to explain what it is and its use and then discuss, do we have something similar today?</p> |