

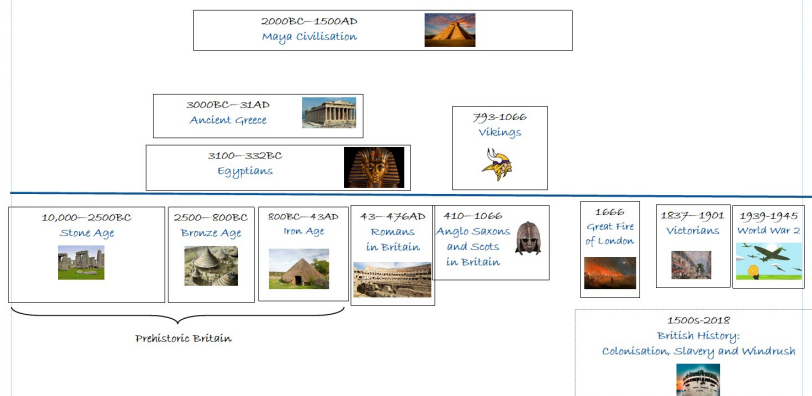
The Victorians: Social History, Industrial Changes and Significant Individuals (Page 1)

1. Can I place The Victorians on a timeline in relation to other historical events? (short intro lesson)

- **Vocab:** timeline, chronological order, place, The Victorians, 19th Century
- **Prior learning (Year 5):**
 - Placed WW2, Maya Civilisation and Ancient Greeks on a timeline
 - Identified other historical events happening at the same time as Ancient Greeks (Egyptians and Bronze Age/Iron Age in Britain)
- Recap: historians use dates to place historical events on a timeline.
- Know that 'The Victorians' refers to the reign of Queen Victoria (1837-1901)
- Know the period of 1800s is known as 19th Century
- **Chronology:** Place The Victorians on a timeline (use school history timeline of topics)



History Timeline



2. Can I use intervals and scales on a timeline of Victorian events?

- **Vocab:** decade, interval, sequence, timeline,
- **Prior learning (Year 5):** created a timeline (using interval and scales) of events in World War 2
- Recap that an interval is the amount of time that passes between two specific moments or events
 - Interval of The Victorians (Queen Victoria's reign from 1837-1902) is 64 years (over 6 decades)
 - Example timeline divided into decades:
1830s | 1840s | 1850s | 1860s | 1870s | 1880s | 1890s | 1900s
- Recap/Know that scale means:
 - A scale means equal steps represent equal amounts of time (e.g. 2cm = 10 years/a decade).
 - As historians, it is important we use an appropriate scale for time period. For example on a 30cm timeline, each year of WW2 was 5cm apart as it lasted 6 years. The Victorian timeline could be 35cm as you will need 7 decades that are each 5cm apart. The Anglo Saxons lasted nearly 700 years (7 centuries) so a 35cm timeline, each century would be 5cm apart.
- Know relevant Victorian events and place (using appropriate scale and intervals) on a timeline:
 - 1837** – Queen Victoria becomes queen (aged 18—the beginning of the Victorian era.)
 - 1840** – Victoria marries Prince Albert
 - 1842** – Mines Act: A law that stopped women and children under 10 from working in coal mines. It improved safety and working conditions)
 - 1851** – The Great Exhibition at Crystal Palace: A huge world fair held in London's Crystal Palace to show inventions and industry (for example, steam engines, printing presses, textiles) from around the world)
 - 1854–1856** – Crimean War: war between Britain (and allies) and Russia. Famous for Florence Nightingale (link back to Year 2) improving hospital care for soldiers
 - 1861** – Prince Albert dies
 - 1870** – Education Act: made schools available for children aged 5–10, so more children could learn to read and write
 - 1880s** – Expansion of railways and factories: Railways spread across Britain, making travel and trade faster and easier.
 - 1891** – Free education introduced: schools became free for all children, so every child could go to school.
 - 1901** – Death of Queen Victoria: end of Victorian era and beginning of Edwardian Era
- **Chronology:** Use timelines to show scale and intervals



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3. Can I understand the different causes and consequences of the Industrial Revolution?

- **Vocab:** causes (technological, geographical, economic, social), consequence, empire
- **Prior learning (Year 5):** causes of Greek city-states and understand how the consequences varied for different groups of people (citizens, women, slaves, farmers)
- **Know:** The Industrial Revolution was a time when Britain transformed from farms/villages into one full of factories, railways, and cities. It began before Queen Victoria's reign (1837–1901) and continued during her time as Queen.
- **Know:** historians study causes and consequences to understand why events happened and what changed because of them. Events like the Industrial Revolution didn't happen for just one reason—they had many causes, and they led to many results, some planned and some unexpected.

Main Causes of Industrial Revolution:**Technology: New Machines and Inventions**

- During Queen Victoria's reign, many inventions changed life: **Electric Telegraph (1837)** – Messages could be sent quickly over long distances. **Sewing Machine (1846)** – Clothes could be made faster and cheaper. **Telephone (1876)** – People could speak to each other over long distances. **Light Bulb (1879)** – Homes and streets could be lit safely.
- **Why it mattered:** Factories became more efficient, communication improved, and life changed dramatically.

Environmental/Geographical Cause: Coal and Iron

- Britain had huge supplies of coal and iron ore, especially in South Wales, Yorkshire, and the Midlands.
- Coal powered steam engines; iron built machines, railways, and bridges.
- By 1850, Britain mined 50 million tonnes of coal a year!
- **Why it mattered:** Without coal and iron, the Victorians could not have built railways, factories, or new inventions.

Social Cause: Growing Population and Towns

- Britain's population grew rapidly: 1801—approx. 9 million people; 1901: approx. 41 million people
- People moved from the countryside to cities for factory jobs.
- Cities like Manchester, Birmingham, and London expanded quickly.
- **Why it mattered:** More workers for factories, but towns became overcrowded and unhealthy.

Economic Cause: Trade and Empire

- Britain had a vast empire and traded with many countries: India (cotton, tea, spices), America (cotton, tobacco), Africa (gold, ivory). This trade brought wealth to invest in factories and railways.
- By the mid-1800s, Britain was called the "Workshop of the World" because it produced so many goods.
- **Why it mattered:** Rich business owners could pay for machines and hire workers.

Consequences in Victorian Britain:

Positive Consequences: Railways made travel faster and cheaper (by 1850, over 6,000 miles of track in Britain); more goods were produced, so clothes and household items became cheaper; Some people became very wealthy.

Unintended/Negative Consequences: Pollution from factories made the air and rivers filthy. If health and safety laws had been introduced earlier, life could have been healthier and safer. Overcrowded cities meant cramped housing and poor sanitation, which spread diseases such as cholera and typhoid which killed thousands. Many children worked long 12-14 hours in dangerous conditions because there were no strict laws to protect them.

What could have been different?

- If health and safety laws had been introduced earlier, factories might have been cleaner and safer, reducing accidents and illnesses.
- If town planning had been better, cities could have had proper sewage systems and clean water, preventing disease
- If education laws had come sooner, children could have gone to school instead of working in factories, improving their future opportunities.
- **Cause and Consequence:** Understand that causes can be technological, geographical, economic, social. Begin to see unintended consequences and how events could have turned out differently.

4. Can I use evidence to explain why Victorian Britain and modern Britain are similar or different, and what this tells us about change over time?

- **Vocab:** similarities, differences, evidence, change over time, sanitation, reform acts
- **Prior learning (Year 5):** compared the similarities and differences of Ancient Greece, Ancient Egypt and Prehistoric Britain at the same time in history
- **Know** that as historians, **we use evidence** from the past to find out about events in history. Evidence in this lesson will include reform Acts linked to Education and Health
- **Know** that **reform acts** were laws passed in Victorian Britain to improve people's lives, including the Education Act (1870), which made education compulsory, and the Public Health Acts (1848, 1875), which introduced clean water and sanitation to reduce disease.
- **Know** that '**Change over time**' means looking at how things developed or stayed the same across different periods. In the Victorian era, changes like compulsory education, better public health, and railway expansion transformed daily life.

Similarities:

Education: Both have school systems.

- **Evidence:** Victorian schools introduced compulsory education (1870 Education Act), similar to today's legal requirement.

Transport Networks: Both rely on public transport systems.

- **Evidence:** Victorian railways revolutionised travel; today's trains still follow many original routes.

Urban Living: Cities remain centres of work and culture.

- **Evidence:** Victorian industrial cities like Manchester and Birmingham grew rapidly; these cities are still major hubs.

Differences:

Technology: Modern Britain has digital technology; Victorians relied on steam power.

- **Evidence:** Telegraph vs. internet; steam engines vs. electric trains.

Health and Sanitation: Modern Britain has clean water and healthcare; Victorians faced cholera outbreaks.

- **Evidence:** Public Health Acts (1848, 1875) were attempts to improve conditions.

Work and Social Roles: Child labour was common in Victorian factories; today it's illegal.

- **Evidence:** Factory Acts reduced child labour; now education is prioritised.

What This Tells Us About Change Over Time:

- **Education:** The 1870 Education Act introduced compulsory education, which continues today as children must go to school. This improved writing/reading for children who grew up to be successful with jobs.
- **Health:** Public Health Acts (1848, 1875) improved sanitation and led to cleaner cities and reduced disease. These reforms were one reason for the NHS in 1948 so everyone can stay healthy.
- **Transport:** Between 1830 and 1900, Britain's railway network grew from 35 miles (Liverpool–Manchester line) to over 21,000 miles of track. The expansion of the railway helped to connect everyone across the country and meant people could commute into cities for work. Victorian tunnels, bridges, and stations are still used today across the railway.
- **Living:** Victorian industrial cities like Manchester, Birmingham, and Liverpool became very powerful with successful businesses. Their growth meant people lived and worked in cities (which continues today).
- **Similarities and Differences:** use evidence to explain why Victorian Britain and modern Britain are similar or different, changes over time



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5.Can I...

- explain **why change and continuity took place during the Victorian period**
- **understand the minor or major impact it had on people's lives?**

- **Vocab:** change, continuity, poverty, social change, political change, technological change, cultural change,
- **Prior learning (Yr5):** explained how the change and continuity in Ancient Greece happened at the same time
- **Know that** during the Victorian period, Britain changed in many ways—but not everything changed. As historians, we study social, political, technological, and cultural aspects because these areas show how people lived, what they believed, how they were governed, and how new inventions shaped life.

Social Change—Changes in how people live, work, and interact in society.

- **Why Change Happened:** Industrial Revolution created new jobs; government wanted educated workers.
- **Change:** Education became compulsory (1870 Education Act).
 - **Evidence:** Before 1870, many children worked in factories; after, most attended school.
- **Continuity:** Class divisions remained strong.
 - **Evidence:** Upper-class families still had servants; working-class families lived in poverty.

• **Impact:** Major for children's opportunities, but poverty continued.

Political Change—Changes in government, laws, and rights.

- **Why Change Happened:** Pressure from reformers and growing cities demanded fairer representation.
- **Change:** Reform Acts expanded voting rights for men.
 - **Evidence:** More men could vote after 1867 and 1884 reforms.
- **Continuity:** Women still had no vote; monarchy remained central.
 - **Evidence:** Queen Victoria ruled throughout the era; women's suffrage came later.
- **Impact:** Moderate—greater male representation, but still unequal.

Technological Change Changes in inventions, industry, and transport.

- **Why Change Happened:** Industrial Revolution and scientific progress drove innovation.
- **Change:** Railways and steam engines transformed travel and work.
 - **Evidence:** By 1850, railways connected major cities; factories powered by steam.
- **Continuity:** Rural areas still relied on traditional farming.
 - **Evidence:** Many villages kept horse-drawn carts and manual tools.
- **Impact:** Major—urbanization and faster travel reshaped daily life.

Cultural Change: changes in what people believe, the rules they follow, and the fun things they do.

- **Why Change Happened:** Rising wages and shorter working hours allowed leisure time.
- **Change:** Growth of leisure activities (music halls, seaside holidays).
 - **Evidence:** Working-class families visited Blackpool; music halls became popular.
- **Continuity:** Victorian people still believed in strict rules about behaviour and religion.
 - **Evidence:** They thought being modest (not showing off) and working hard was very important, and lots of people still went to church..
- **Impact:** Minor—people had more fun, but the old rules and values stayed strong.

(Notes for teachers: children make notes (above) and evidence in books. They can also answer historical questions in books e.g. Which changes had the biggest impact on ordinary people's lives and why?)

• **Continuity and change:** Why some things changed and others continued, and what this tells us.; explain the nature of change (social, political, technological, cultural); explain whether changes were major or minor, and their impact on people's lives.

6.Can I...

- **create historical questions for investigation** about life in a workhouse
- **construct arguments based on evidence** (historical sources)
- **Vocab:** investigate, historical enquiry, workhouse, primary source
- **Prior learning (Year 5):** explained the reliability, purpose, and perspective of a range of sources about the Ancient Greeks
- Know that in Victorian Britain, workhouses were places where poor people could live and work if they had no money or home. They became common after the Poor Law of 1834, which said that instead of giving money or food to poor people in their own homes (called “outdoor relief”), they had to go into a workhouse to get help.
- Recap: historians use primary sources (photos, letters) as they were created at the time of the event so are reliable sources of information.
- Know the 4 sources (see bottom of page) and their origin:
 - **Source 1:** Aylesbury workhouse rules (1831)
 - **Source 2:** Women at dinner at St Pancras Workhouse (London) (1890)
 - **Source 3:** Men at dinner at St Marylebone Workhouse (1900)
 - **Source 4:** A witness statement given by a 12-year-old girl during an inquiry into the conduct of the workhouse staff in the Bradford Workhouse (<https://www.nationalarchives.gov.uk/education/resources/voices-of-the-victorian-poor/going-to-school-in-the-workhouse/document-one-bridget-kelpins-letter/>)
 - **Source 5:** Southwell House Schoolroom
- Know: as historians, we must think of questions to investigate a historical event. For example:
 - What was daily life like for men, women, and children in workhouses?
 - How were families treated in workhouses—were they kept together or separated?
 - How did conditions in workhouses compare to living outside them?
- Know that when looking at sources, historians can ask:
 - What does this source show?
 - What is missing or unclear?
 - What might have influenced this evidence? They often compare sources and think about:
 - Who created it?
 - Why was it created?
 - What does it tell us about life at the time?

Example constructed argument based on the sources:

Life in Victorian workhouses was highly controlled and often harsh, especially for children. The strict rules from Aylesbury Workhouse (Source 1) show that discipline was a priority, with punishments for even small offences. This sense of control is reflected in the dining hall photographs (Sources 2 and 3), where men and women sit in long rows. Although workhouses provided education, as seen in the Southwell House schoolroom (Source 5), the witness statement from a 12-year-old girl (Source 4) reveals that children could suffer poor treatment from staff, indicating that official rules were not always followed. Together, these sources suggest that while workhouses aimed to provide food and shelter, life inside was strict, uncomfortable, and sometimes cruel.

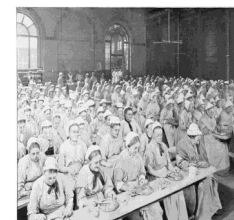
(Note for teachers: tasks to be completed in books:

1. write enquiry question for investigation;
 2. stick sources into book and write own analysis/interpretation of life in workhouse making reference to specific sources)
- **Historical Enquiry:** create historical questions for investigation; begin to construct arguments based on evidence.

Source 1



Source 2

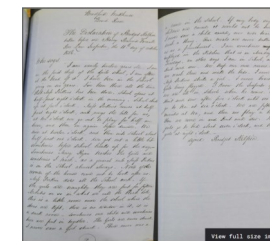


Source 3



Men at dinner in St Marylebone Workhouse, London, c.1900. Photograph published in Living London edited by George Sims (Cassell, 1903)

Source 4



This is a witness statement given by a 12 year old girl during an inquiry into the conduct of the workhouse staff in the Bradford Workhouse.

Source 5





7. Can I explain the historical significance of Charles Dickens and his...

- **short-term impact** in Victorian times
- **long-term impact** today?
- **Vocab:** historical significance, impact, Charles Dickens
- **Prior learning (Year 5):** understand different perspectives of significant Ancient Greek achievements
- Know key facts about Charles Dickens:
 - famous Victorian author whose stories highlighted the struggles of the poor and helped inspire change in society
 - Born 1812, died 1870.
 - Experienced poverty himself—his father was sent to a debtor's prison, and Dickens worked in a factory as a child.
 - Novels like *Oliver Twist* highlighted the cruelty of workhouses under the Poor Law Amendment Act (1834).
 - Campaigned for education and better conditions for the poor through his writing and public speeches.
 - *A Christmas Carol* (1843) promoted generosity and social responsibility, influencing Victorian Christmas celebrations.
 - His works are still studied worldwide, adapted into films, plays, and TV—showing enduring cultural significance.
- **Short-term impact of Charles Dickens (Victorian era):**
 - **Social awareness:** Dickens' novels (e.g., *Oliver Twist*, *Hard Times*) exposed harsh realities of poverty, child labour, and workhouses.
 - **Public debate:** His works sparked conversations about social reform among Victorian readers.
 - **Popularity:** He was a celebrity author—his books were widely read and serialised, making them accessible to the increasing number of people who could read.
- **Long-term impact (beyond Victorian era):**
 - **Influence on social reform:** His writings contributed to changing attitudes toward child welfare and poor laws.
 - **Cultural legacy:** Dickens shaped how we imagine Victorian Britain—his characters and settings remain iconic.
 - **Language and traditions:** Popularised phrases and even influenced Christmas traditions (e.g., *A Christmas Carol* helped revive festive customs).
- **Historical Significance:** short-term impact in Victorian times and his long-term impact today

8. Can I explain why there are different interpretations of the role of women during Victorian Britain and use evidence to challenge them?

- **Vocab:** interpretations, evidence, challenge (interpretation)
- **Prior learning (Year 5):** historians' interpretations of Ancient Greeks has changed over time and explain which is the most reliable
- Know that historians often disagree about what life was really like for women in Victorian Britain—were they powerless and confined to the home, or did they have more influence than we think?

Victorian Times (1837–1901):

- Traditional interpretation that women were mainly wives and mothers.
- At the time, many people believed women should stay at home and be “angels in the house.”
- Paintings, books, and newspapers often showed women as gentle, caring, and never working outside the home.
- Evidence:

- Etiquette books told women their job was to care for the home and family.
- Example: *Book of Household Management* by Mrs Beeton (1861) said women should be good wives/mothers.

- Evidence to challenge this interpretation: Photographs of women in factories and as servants.

Early Historians (1900s–1950s)

- Early historians often repeated this view because they focused on middle-class families.
- They wrote that Victorian women were quiet and domestic; they didn't look much at poor women or working women.
- Evidence:

- Historians often used middle-class diaries and letters, which described home life.
- They didn't look at poor women's lives, so they repeated the idea that women stayed at home.

- Evidence to challenge this interpretation: Factory reports and photographs show many women worked long hours
- Source 2: Young woman winding bobbins on a wheel in the loom shop, in 1898, at the Blanket factory in Witney, Oxfordshire.

Later Historians (1960s onwards)

- Historians started asking new questions: *What about poor women? What about women who worked?*
- They found evidence of women in factories, mines, and as servants.
- This led to a new interpretation: not all women stayed at home—many worked very hard.
- Evidence:

- Factory reports show women working 12-hour shifts in textile mills.
- Example: Photographs of women in factories and as servants show tough working conditions.

- Evidence to challenge this interpretation: Rich women's diaries show they lived comfortably and didn't work. Paintings of elegant women in parlours show some women had leisure.

Modern Historians

- Modern interpretation: Victorian women had different experiences depending on class, money, and time period.
- Today, historians look at many different sources: diaries, photographs, newspapers, and letters.
- They say Victorian women's lives were not all the same:
- Rich women often stayed at home.
- Poor women often worked.
- Some women fought for rights (suffragists)
- Evidence to challenge this interpretation: Some argue even rich women lacked power (couldn't vote or own property). Suffragist pamphlets show women were fighting for rights, so not all were quiet.

Why Did Interpretations Change?

- Historians found new evidence (like factory reports and photographs, letters from working-class women).
- They started asking different questions about ordinary people, not just the rich.
- Society changed, so historians became more interested in women's rights and everyday life.

- **Interpretations of history:** explore why interpretations differ; challenge interpretations through evidence



Source 1



Source 2



Source 4