



Year 5 Spring 2020

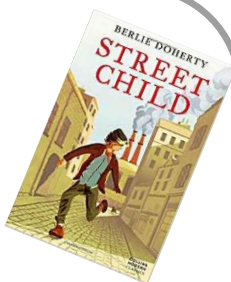
## The BIG Question: What did the Victorians do for Great Britain?



### Introduction

Our cross-curricular topic this term is history-focused and looks to explore the Victorian Era. We will start by thinking about what we know of this period and how it is portrayed in books and films. We will study the book "Street Child" by Berlie Doherty. We will also be using the book in class reading sessions. We will undertake a variety of activities which will enable us to understand what life was like in Victorian Britain. We will dress up as Victorians and to take part in a special Victorian Hospital Day. We will carry out our own independent research on an aspect of life sharing our findings with the rest of the class. We are very much looking forward to using The Space in our studies. We will also be using the new school kitchen and garden to hold a Victorian bakeoff. In art we will be exploring the work of Cezanne, William Morris and the work of artists depicting events we are studying through the use of pencil, printing and collage. In design and technology we will be making a puppet when we study the history of Punch and Judy. In computing, we will design an animation based on Jim Jarvis and his life in the Victorian London streets

### Books we will share: **Street Child by Berlie Doherty**



**In group reading we will read:**  
**Rose Campion by Lyn Gardner**  
**The Lottie Project by Jacqueline Wilson**  
**Twelve Minutes to Midnight by Christopher Edge**  
**Gaslight by Eloise Williams**  
**Oliver Twist by Charles Dickens**  
**A Christmas Carol retold by Marcia Williams**

### **Our Community and Beyond**

We will use the resource boxes from Chertsey Museum.

Towards the end of our topic (Tuesday 17th March) we will visit Preston Manor and Hove Museum. We will take part in a Victorian Role Play—Situations Vacant.

The children will imagine that it's 1897 and the housekeeper Mrs. Story is recruiting new servants. Prior to the visit the children will complete a letter of application and then when they visit the Manor the staff will put the children to task in the house with daily duties. We will all listen to their stories about life and homes in the past in Brighton.

### Some of our Super Skills

- Hi33** Devise historically valid questions about change, similarity and difference and investigate to find possible answers
- Hi34** Investigate events in the past using primary and secondary sources
- Hi35** Identify and describe reasons for and results of historical events, situations and changes
- Hi36** Recognise primary and secondary sources
- Hi40** Interpret historical evidence
- Ar70 Drawing** Research and use a variety of source material for their work
- Ar71 Drawing** Explore the potential properties of the visual elements of line, tone, pattern, texture, colour and shape
- Ar74 Printing** Become familiar with new techniques e.g. the use of poly-blocks, relief, mono and resist printing
- Ar76 Drawing** Use a sketchbook to develop ideas
- Ar77 Painting** Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours
- Ar79 Printing** Choose the printing method appropriate to task
- Ar80 Printing** Build up layers and colours/textures
- Ar81 Printing** Organise their work in terms of pattern, repetition, symmetry or random printing styles
- Dt35** Investigate ways of meeting design challenges with a construction focus
- Dt39** Estimate and measure using appropriate instruments and units
- Dt40** Plan what they have to do, including how to use materials, equipment and processes

## Content and Vocabulary

The Victorian period is named after Queen Victoria who reigned over Britain and a world Empire from her coronation in 1837 to her death in 1901 – 64 years. Life in Victorian England was very different to today. It was a time of great wealth and poverty, as well as invention and scientific discovery.



### The British Empire

By 1901 (the year in which Queen Victoria dies) Britain ruled over about one quarter of the world. At this point, the British Empire was made up of about 400 million people (the population of Britain was only about 40 million.) The empire included the whole Indian sub continent, Canada, Australia, New Zealand and large parts of Africa. Some countries were allowed to govern their own country however some countries rule was more authoritarian.

### Workhouses

Work-houses were places where poor people who had no job or



home lived. They earned their food and shelter by completing jobs in the workhouse. They were opened in Victorian times, throughout the mid nineteenth century.

The Poor Law Amendment Act 1834 stated that poor people could no longer get help to live without working in the workhouse.

Other people who went to the workhouse were orphaned and abandoned children, the elderly and mothers who were not married.

## Some Key Events

1837 – Queen Victoria crowned (aged 18 years).

1840 – Queen marries her cousin, Prince Albert.

1844 – factory act states children could start work from age 8 but had to have 2 hours schooling daily.

1851 – Great Exhibition.

1861 – Prince Albert dies.

1863 – first underground railway opens in London.

1867 – all factory workers limited to 10 hours work daily.

1877 – Queen declared 'Empress of India'.

1880 – Children 5-13 required to attend school (but had to pay).

1891 – education made free and compulsory for children 5-13.

1897 – Queen Victoria Diamond Jubilee (50 years on the throne)

1901 – Queen Victoria dies.

## My Magic Moments

