



History – Year 5

Autumn 1 – Children of the revolution

In history I have already learnt:

To use sources such as: photographs, pictures, portraits, plaques, artefacts, images of paintings, first-hand accounts, biographies, buildings and field work to find out about the past.

That some historical sources may be biased and why this is so.

To place important people and events from the past on a timeline.

To know that the type and speed of change in the past may change how people live.

To understand the legacy people leave may influence how we live today.

Victorian, monarchy, timeline, Queen Victoria, diseases, portrait, plaque, disease, architect, landmarks, wealthy, poverty, factory, conditions, business, manufacturing, crowded slum, population, railway, steam engine, travel, steam trains, working class, chronological order, significant events, chronological sequence, achievements, legacy, citizens, population increase, industry, Empire, transportation, overcrowding, poor ventilation, engineer, pioneering, construction.

Historical enquiry

I can **use photographs** of Queen Victoria to find out about her.

I can **use paintings** by artists who lived in the Victorian period to help me understand what change was taking place in the period.

I can use photographs of Victorian Birmingham and **my visit** to the Black Country Living Museum to draw conclusions about what it was like to live in Birmingham at this time.

I can say why **fiction and poems** written in Victorian times are a source of information, I **understand they may contain bias**.

Chronological knowledge

I can **place the Victorian period on a timeline, 1837 to 1901, over 100 years ago**.

I can place key events from the Victorian period on the timeline.

Changes in the past

I know how Victorian inventions changed people's lives.

I can talk about whether the changes were positive or negative.

Why did these things happen?

I know why the Great Exhibition of 1851 took place.

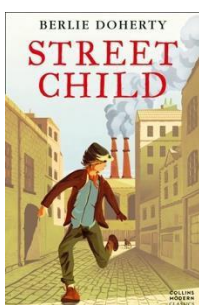
Historical significance

I know why what Dr Barnardo did was important.

I know why what Lord Shaftsbury did was important.

New history words:

Reign, inferior, customs, governors and laws, army, navy, India, **colonists**, mutiny, missionaries, territories, Africa, scramble for Africa, inventions, discoveries, gas lamps, steam power, electricity, postal service, telegraph message, photography, chamber pots, sewer system, flushing toilet, motorcar, **Great Exhibition, industrial revolution**, workshops, spinning and weaving machines, water wheel, **steam engine**, textile factories, coal power, mining, **profit, population**, wages, back-to-backs, engines, steam power, **public railway**, Darlington, Stockton, Liverpool, Manchester, faster, cheaper, stronger, stagecoach, 1841, Great Western Railway, London, Bristol, earn, employ, tradesmen, chimney sweep, climbing boys, lung disease, coal mines, textile mills, beaten, strapped, brickyards, matchbox making, glue, **Lord Shaftsbury, Factory Act, Dr Barnardo**



Queen Victoria



Inside the Great Exhibition of 1851



A Pinch of Poverty by Thomas Benjamin Kennington