





Our Lady of the Wayside Catholic Primary School




History Overview – Full Steam Ahead Year 4 In-Depth Study



Core Knowledge:

Significant People 	<ul style="list-style-type: none"> Queen Victoria ruled Britain from 1837 to 1901, during the nineteenth century, and this is called the Victorian period. Queen Victoria is significant because she led Britain through a time of significant changes. James Watt is significant because he made improvements to the steam engine, allowing steam power to be used in industries.
Significant Events 	<ul style="list-style-type: none"> The Industrial Revolution was a time of industrialisation and advances in technology. The Industrial Revolution led to significant changes to the way people lived and worked because of the use of steam power. During the Industrial Revolution, mills, factories, mines and houses were built across the country and towns and cities grew.
Society 	<ul style="list-style-type: none"> Birmingham grew rapidly in the Victorian period because of the many factories, mills and houses that were built. Many Victorian factories manufactured textiles and metals, for example the factories in Birmingham's jewellery quarter. Cadbury's chocolate factory and Bird's custard factory were significant industries in Birmingham during the Victorian period. Poor people working in factories, mines or mills had to work in dangerous and dirty working conditions and received very low pay. Back-to-back houses were built for workers as these were small and cheap. Most back-to-back houses had three rooms, one above the other, and were built around a yard with an outside toilet. Rich Victorians such as factory owners lived in large houses and had servants employed to look after them and the house. In most of the Victorian period, many children could not go to school because poor children often had to go to work to earn money for their families. Children often worked in factories, mines and as servants in large houses. By the end of the Victorian period, all children up to the age of eleven had to go to school. Victorian schools were very strict and religious, and children learned the '3Rs' (Reading, wRiting, aRithmetic) using slates and chalk to write with. Christianity was important during the Victorian period and many people went to church regularly.
Legacy 	<ul style="list-style-type: none"> The Victorian period left a significant legacy on Britain including industrialisation, the development of towns and cities, and education for all children. During the Victorian period, Birmingham became a busy, crowded city and it is now the second largest city in England.

Historical Skills:

Developing & Understanding Chronology 	<ul style="list-style-type: none"> Explain and use the word century. Name the century and dates of significant events from the past. Place events in history in the right place on a timeline.
Using & Interpreting Historical Sources 	<ul style="list-style-type: none"> Evaluate sources in terms of their usefulness. Choose and use a range of suitable sources of evidence for a given historical enquiry and use them to find the answer Use evidence to generate additional questions about the past and find answers.
Explaining Historical Reasons 	<ul style="list-style-type: none"> Explain how individuals or events contributed to national change. Explain reasons for historical events, situations and changes with support. Explain the consequences of events and the actions of people.

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Comparing & Contrasting



- Identify similarities and differences between ways of life at different times and for different groups.
- Describe simple changes and continuity between past and present.

Enquiry Questions:

- When was the Victorian Period?
- What was the Industrial Revolution?
- How did Birmingham grow during the Victorian period?
- What was it like to work in a factory in Victorian times?
- What were houses like?
- What was daily life for children like?
- What was the legacy of the Victorian period on Birmingham and Britain?

Key Vocabulary:

Victorian period, steam engine, steam power, industries, Industrial Revolution, technology, mills, factories, mines, back-to-back houses, yard, working conditions, manufacture, servant, slate, chalk

Cross-Curricular Writing Outcomes:

- ❖ *Writing to inform* – Non-chronological report life for children in Victorian times
- ❖ *Writing to recount events: 1st person* – Diaries in role as different jobs e.g. factory owner, factory worker, chimney sweep

Oracy Outcome:

- ❖ Interview each other in role as experts about life in Victorian Birmingham