

Year 6 – Victorians

Topic 10

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| How is Queen Elizabeth related to Queen Victoria? | Great, great grand-child (same dynasty). |
| Give one way that Queen Elizabeth surpassed Queen Victoria. | Years served as a monarch. |
| Give one way that Queen Victoria surpassed Queen Elizabeth. | Led a larger Empire. |
| Give one invention that drove the Industrial Revolution. | The Power Loom |
| Which Victorian Scientist wrote the Theory of Evolution? | Charles Darwin |
| Describe the Theory of Evolution. | A process of gradual change in a species' characteristics that takes place over many generations. |
| Compare and contrast rich & poor society in Victorian times. | Type of schools (dame, ragged etc.) Type of Work (mill owner, manager, clerk, engineer, piercer, carder etc.). |
| What was life likely to have been like in the workhouse? | It depends on who you ask, but likely unpleasant. |
| Describe the legacy of Dr Barnardo. | Education of the poor. |
| Choose and describe and significant person or event in Victorian history. Why are they famous? What is their legacy? How did they enact lasting change? | See below and lesson for details. |

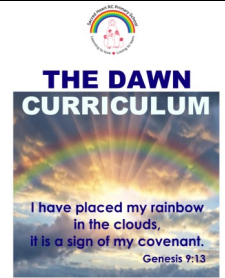
Say and Be 10

Inspiration people and quotes

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| "It is not the strongest of the species to survive, nor the most intelligent that survives. It is the one that is most adaptable to change." C. Darwin. | |
| "I will honour Christmas in my heart, and try to keep it all year." Charles Dickens. | |
| Queen Victoria | Reigning Monarch of the era. |
| Dr Barnardo | Charity worker who helped the poor to receive an education. |
| L.S. Lowry | Landscape and portrait artist. |
| Thomas Edison | Inventor of the light bulb. |
| John Kay | Inventor of the flying shuttle. |
| James Hargreaves | Inventor of the Spinning Jenny. |
| Richard Arkwright | Inventor of the Water Frame. |
| Edmund Cartwright | Inventor of the Power Loom. |
| George Frideric Handel | A German-born Baroque composer. |

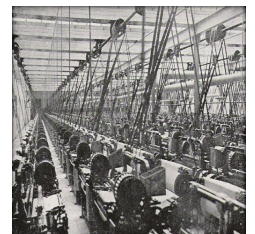
Think Big?

What is mankind's legacy?



Do Ten (key skills)

- I can speculate and hypothesise about the past, formulating my own theories about reasons for change (relating to Empire).
- I develop an awareness of slavery and trafficking from a past and present day perspective.
- I understand the concept of legacy and how the work of certain individuals (e.g. Dr. Barnardo) can change aspects of society.
- I recognise my own worth, identify positive things about myself and my achievements, see my mistakes, make amends and set personal goals.
- I consider trends in technological development and how this has/ will impact on 'industrial revolutions' of the past, present and future.
- I can give a balanced view of interpretations/ the most likely version of past events, using different points of view.
- I know some similarities and differences within a period of time e.g. the lives of rich and poor.
- I can select from and use a wider range of textiles and ingredients, according to their functional properties and aesthetic qualities.
- I know about and can imitate the work of the great British artist: L.S. Lowry.
- I can appreciate historical context in music, period instrumentation, dynamics for effect and can create a graphic score.
- I can remix and edit HTML to create a home page for a website (which includes hyperlinks).
- I can suggest how human activities can cause changes to environment.



Word Up 10

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| Monarch | The king, queen, emperor, or empress of a country. |
| Mine | A place where deep holes and tunnels are dug to obtain a mineral. |
| Industrial Revolution | Social and economic changes resulting from the development of hand tools and large scale production. |
| Mill | A factory used for making and processing materials e.g. wool or cotton. |
| Evolution | A process of gradual change in a species' characteristics that takes place over many generations. |
| Legacy | A long lasting impact of someone/ something (that lives on...). |
| Society | The people who live in a country or region, their organizations, and their way of life. |
| Civilization | An advanced level of social organization and a comfortable way of life. |
| Slave Trade | The buying and selling of slaves, especially Black Africans, from the 16th to the 19th centuries. |
| Empire | A number of individual nations that are all controlled by the government or ruler of one particular country. |