

Year 5 Scheme of Learning: History

History in the Classroom:

History Working Walls	
Learning Objective	Enabling Effective Learning Environments
Declarative Knowledge	<ul style="list-style-type: none">• Linked to history unit being taught• Use of children's work• Use of pupil voice• Use of text and images• Use of history skills and icons
Procedural Knowledge	<ul style="list-style-type: none">• Chronology• Interpretation• Similarities and differences• Source Enquiry• Significance• Cause and Consequence
Key Vocabulary	Linked to history unit being taught
Cross curricular links	Use of maps

Year 5 - World War 2 and the Battle of Britain

NC Objectives: Pupils will learn about:

A significant turning point in British history, for example, the first railways or the Battle of Britain

Lesson 1	
Learning Objective	To understand the key events that led to the outbreak of World War 2.
Declarative Knowledge	<ul style="list-style-type: none"> To know that the Treaty of Versailles was an important agreement that brought World War I to an end in 1918. To know that World War I was a conflict between Germany and Great Britain, France, Russia, Italy, Romania, Japan and the United States (known as the Allied Powers) To know that the Treaty of Versailles led to World War II because its terms punished Germany harshly. To know that people were frustrated by the treaty and the economic depression in the country so were pleased when Hitler and the Nazi political party claimed they could restore wealth to Germany. To know that a political party is a group of people who share the same views and come together to try to gain power to run a country through people voting for them in an election. <p>Hitler's Rise</p> <ul style="list-style-type: none"> To know that in 1933 the Nazi party came to power in Germany. Hitler became chancellor (equivalent to our Prime Minister) To know that the Nazi Party was led by Adolf Hitler who called himself the 'Führer'. He claimed he could make Germany a more powerful and wealthy country. To know that he began to build the country's military strength and moved troops into the Rhineland in 1936 (an area of Western Germany by the Rhine river). This violated the terms of the Treaty of Versailles. To know that in 1938 Hitler made an agreement with the UK, France and Italy. German troops invaded Austria and then in 1939 troops invaded Czechoslovakia. (Czechoslovakia is now split into two countries, the Czech Republic and Slovakia) To know that on 1st September, 1939, German forces invaded Poland in order to claim the land for Germany. To know that World War II in Europe began on 3rd September 1939, when the Prime Minister of Britain, Neville Chamberlain, declared war on Germany after Hitler had refused to abort his invasion of Poland.
Procedural Knowledge	Chronology
Key Vocabulary	Civilians, Adolf Hitler, Treaty of Versailles, Anti-Semitism, Nazi, economic depression, tyrant
Lesson 2	
Learning Objective	To understand what appeasement was and how this led to the start of WW2.




L Germany lost 13% of its LAND in Europe. German's colonies were given to Britain and France.



A Not allowed to have submarines or air force. Only 6 battleships, and an ARMY of just 100,000 men.

M Germany had to pay MONEY: £6,600 million (called Reparations) for the damage done during the war.

B Germany had to accept the BLAME for starting the war. This was vital because it provided the justification for all the above.

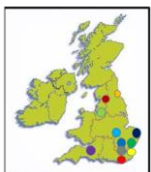



Declarative Knowledge	<ul style="list-style-type: none"> • To know that Neville Chamberlain was the prime minister of UK from 1937 to 1940. • To know that appeasement was the name given to Britain’s policy in the 1930s of allowing Hitler to expand Germany territory. • To know that most people now widely discredited as a policy of weakness. • To know that the Munich Agreement was an agreement concluded at Munich on 30 September 1938, by Germany, the United Kingdom, France, and Italy. • To know that “Peace for our time” was a declaration made by British Prime Minister Neville Chamberlain in his 30 September 1938 remarks in London concerning the Munich Agreement and the subsequent Anglo-German Declaration. • To know that after Chamberlain made an agreement with Hitler, Winston Churchill spoke in parliament on 5th October 1938. • To know that by 1938, Hitler sent troops to the Rhineland and to Austria and this action was against the Treaty of Versailles. • To know that Hitler wanted to take land from Czechoslovakia because there were Germans living there and it should be part of Germany. 	
Procedural Knowledge	Significance	
Key Vocabulary	Appeasement, opposed, invasion	 <p data-bbox="1310 758 1467 821">Neville Chamberlain believed that deals could be made with Hitler. This was called <i>appeasement</i>.</p> <p data-bbox="1489 758 1646 821">Winston Churchill believed Hitler should be opposed. He was <i>against</i> appeasement.</p>

Learning Objective	To understand what evacuation was and what the experience was like for children.	
Declarative Knowledge	<ul style="list-style-type: none"> To know that evacuation tried to ensure the safety of young children from the cities that were considered to be in danger of bombing. To know that people evacuated were: <ul style="list-style-type: none"> a) School children and their teachers b) Mothers with children under the age of five c) Pregnant women d) Some disabled people To understand the reasons why the children were evacuated. To know where in the UK children were evacuated to. 	 
Procedural Knowledge	Source Enquiry	
Key Vocabulary	Evacuation, evacuee, source	



London	241,000
Manchester	84,343
Merseyside	79,930
Newcastle	52,494
Birmingham	32,688
Leeds/Bradford	26,419
Portsmouth	23,145
Sheffield	13,871



Lancashire	71,484
Sussex	67,541
Yorkshire	53,398
Wales	49,200
Cheshire	38,000
Essex	25,000
Northamptonshire	24,000
Hertfordshire	23,500
Suffolk	23,000
Somerset	21,000
Surrey	20,000

- To know and understand what evacuees' experiences like.

Lesson 4		
Learning Objective	To understand how Britain was able to stand firm against the German threat.	
Declarative Knowledge	<ul style="list-style-type: none"> To know that World War II was the deadliest conflict in human history with 50-85 million fatalities. To know that the majority of the world's countries became involved in the conflict forming two military alliances: The Allies and The Axis. <ul style="list-style-type: none"> a) The Allies included Britain, France, USA b) The Axis included Germany , Italy and Japan To know that the Government issued gas masks to everyone in Britain (including babies) To know that Winston Churchill was Britain's Prime Minister for most of Wold War II. He was famous for his speeches and for his refusal to give in. To know the meaning of the following speech given by Winston Churchill in 1940 to the House of Commons. This is known as the 'we shall fight them on the beaches speech'. Listen to a recording of the speech. <p><i>"We shall go on to the end. We shall fight in France, we shall fight on the seas and oceans, we shall fight with growing confidence and</i></p>	

growing strength in the air, we shall defend our island, whatever the cost may be. **We shall fight on the beaches, we shall fight on the landing grounds, we shall fight in the fields and in the streets, we shall fight in the hills; we shall never surrender**”

- To know that children were taught drills on how to get out and get to safety in case of an air raid and they were built in gardens called Anderson Shelters.
- To know that Hitler planned to invade Britain in 1940.
- To know that Operation **Sealion** was Hitler’s plan to invade Britain by sea.
- To know that Hitler knew, in order to succeed, he first needed to destroy the Royal Air Force (RAF). The Royal Air Force defended the UK against attacks by Nazi Germany’s air force (known as the Luftwaffe). It has been described as the first major military campaign fought entirely by air forces. The Battle of Britain lasted from 10 July until 31 October 1940.
- To know that the **Luftwaffe** initially targeted coastal towns and ports, later they shifted focus to attacking RAF airfields and as the battle progressed they targeted factories involved in aircraft production. Later they began ‘terror bombing’ civilians.
- To know that as the Battle of Britain continued into 1940 a significant number of British towns and cities including - London, Aberdeen, Bristol, Birmingham and Portsmouth were attacked.
- As night raids became a focus for German Luftwaffe the period of attack became known as The Blitz.
- To know that the Government issued **gas masks** to everyone in Britain (including babies)
- To know that before the World War II started Britain imported about 55 million tons of food a year from other countries. After war was declared in September 1939, the British government had to cut down on the amount of food it brought in from abroad as German submarines started attacking British supply ships. There was a worry that this would lead to shortages of food supplies in the shops so the British government decided to introduce a system of rationing.
- To know that rationing made sure that people got an equal amount of food every week.
- To know that ration books and coupons were used to record what each family were allowed to buy from shops Know food and goods began to be rationed as supply ships were attacked coming in to the county.
- To understand that butter, meat, cheese, milk, sugar, eggs were rationed.

Butter: 50g (2oz)	Bacon and ham: 100g (4oz)	Margarine: 100g (4oz)
Sugar: 225g (8oz).	Meat: To the value of 1s.2d (one shilling and sixpence per week. That is about 6p today)	Milk: 3 pints (1800ml) occasionally dropping to 2 pints (1200ml).
Cheese: 2oz (50g)	Eggs: 1 fresh egg a week.	Tea: 50g (2oz).
Jam: 450g (1lb) every two months.	Dried eggs 1 packet every four weeks.	Sweets: 350g (12oz) every four weeks

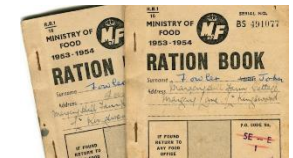
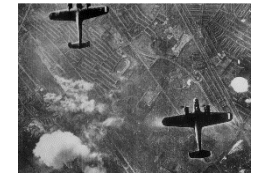
Procedural Knowledge

Significance





Key Vocabulary

The Blitz, rationing, gas masks

Learning Objective	To identify and explain the main ways in which Britain stood firm during the war.
Declarative Knowledge	<p>Dunkirk</p> <ul style="list-style-type: none"> To know that more than 338,000 British and French soldiers were rescued from the French port of Dunkirk between 26 May and 4 June 1940. <p>Battle of Britain</p> <ul style="list-style-type: none"> To know that Battle of Britain was also known as the air battle for England, was the battle to stop Luftwaffe from defeating the RAF and taking over Britain. <p>The Blitz</p> <ul style="list-style-type: none"> To know that the term 'blitz' is derived from German word 'Blitzkrieg' meaning 'Lightning War' (Blitz = lightning and krieg = war). It lasted from September 1940 to May 1941. The bomber planes attacked at night. Air Raid Sirens were used to warn people of the raids. The planes aimed for cities, ports and factories. <p>Rationing</p> <ul style="list-style-type: none"> To know that rationing was setting limits on purchasing certain, high-demand items. The government issued a number of points to each person which had to be turned in along with money to purchase goods made with restricted items. <p>Women in Factories</p> <ul style="list-style-type: none"> To know that whilst the men went into battle, women stayed behind and helped make essentials in factories such as aeroplanes, ships and many weapons. <p>Evacuation</p> <ul style="list-style-type: none"> To know that evacuation was to help protect children and the vulnerable. They were moved to areas in the country which were much safer. <p>Fire Fighting</p> <ul style="list-style-type: none"> To know that fire fighters played a vital role in ensuring huge fires were put out from the bombing. <p>Bomb Shelters</p> <ul style="list-style-type: none"> To know that the bomb shelters were half buried in the ground (Anderson Shelters). When bombing was happening, people would go into the shelters to protect themselves. The shelter under stairs or in a house was called a Morrison Shelter. <p>Gas Masks</p> <ul style="list-style-type: none"> To know that the gas masks were worn by British civilians during air raids. Gas masks were a protective measure in case German planes dropped gas bombs. <p>Home Guard</p> <ul style="list-style-type: none"> To know that the home guards were the men who were exempt from military duty. They defended key targets like factories, explosive stores, beaches and sea fronts. Their job was to slow the enemy down until the army arrived.







Procedural Knowledge	Significance
Key Vocabulary	Blitz, Anderson shelter, Luftwaffe

Lesson 6	
Learning Objective	To analyse how propaganda and censorship impacted how life on the Home Front was viewed.
Declarative Knowledge	<ul style="list-style-type: none"> To know that the British government had to only publish positive images for fear of upsetting people. To know that propaganda was where the government created a message designed to persuade its intended audience to think and behave in a certain manner. To know that the following are the forms of propaganda the government used to get their message across; <ul style="list-style-type: none"> Posters Radio broadcast Information leaflets Government information films Cinema- Pathe news To know that propaganda posters should have the following features <ul style="list-style-type: none"> Slogans Colours Emotive and powerful words or phrases <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 10px;">     </div>




	○ Humour
Procedural Knowledge	Source Enquiry
Key Vocabulary	rationing, tactics, information , propaganda, biased, censorship

Lesson 7



Learning Objective	To learn about the events of VE day and the events leading up to it.
Declarative Knowledge	<ul style="list-style-type: none"> • To know how the World War II ended. • After Hitler killed himself, his successor Karl Donitz negotiated an end to the war with the Allies. • General Eisenhower, accepted the unconditional surrender of all German forces on 7th May 1945. • To know that British people were informed by a radio broadcast and newsflash declared the Victory in Europe Day would be a national holiday for 8th May. • To know that on VE Day Churchill made a radio broadcast • “We may allow ourselves a brief period of rejoicing”. “Let us not forget for a moment that the toil and efforts that lie ahead”. • To know that VE Day was not celebrated by everyone because many people were mourning the death of their loved one. <div style="display: flex; justify-content: space-around; margin-top: 10px;">     </div>
Procedural Knowledge	Significance
Key Vocabulary	Surrender, VE Day, commemorate

Lesson 8

Learning Objective	END OF UNIT ASSESSMENT
Declarative Knowledge	
Procedural Knowledge	
Key Vocabulary	

Lesson 9	
Learning Objective	What was the impact of World War II in the East Midlands?
Declarative Knowledge	<ul style="list-style-type: none"> To know the East Midlands region consists of Leicestershire, Derbyshire, Lincolnshire, Northamptonshire, Nottinghamshire and Rutland. To know that East Midlands region is an economic hub due to its proximity to London and the powerful northern cities. To know that during World War II, many larger cities in East Midlands had factories that contributed to the war effort. To know that during World War II many evacuees were sent to Derbyshire (around 70% of Derbyshire is rural). To know that Nottingham was a target for the Germans because a large Royal Ordnance Factory (made military weapons, ammunition and equipment) was located here. To know that Rolls-Royce Merlin engine powered aircrafts were used by RAF during WWII. To know that on 27th July 1942, the Rolls-Royce Merlin engine factory was bombed and 23 people were killed. <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 20px;">    </div>
Procedural Knowledge	Source Enquiry
Key Vocabulary	Airfield, air raid, evacuee

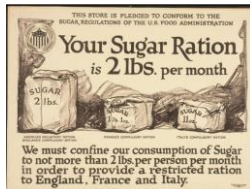


Lesson 10	
Learning Objective	What roles did women play during the war?
Declarative Knowledge	<ul style="list-style-type: none"> To know that before war, women's role was to stay at home but some younger women worked as a nurse or shop assistant. To know that before the war, women were paid significantly less than men. To know that the men and women were brought up differently. (In schools girls were taught how to cook, sew and look after home.) To know that when the war started in 1939, the role of women had changed. To know that when the war broke, women were given the opportunity to become patriotic heroines. <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 20px;">   </div>

	<ul style="list-style-type: none"> ○ The Women's Land Army ○ The Women's Voluntary Service (WVS) ○ Air Raid Precautions (ARP) ○ Women's Auxiliary Air Force (WAAF) ○ Munition factory worker ○ Joined the armed forces (army, navy and air force) <ul style="list-style-type: none"> ● To know that by late 1941, it became necessary to introduce conscription. Initially this only applied to single women between the ages of 20 and 30, but later in the war this was extended to women between the ages of 18 and 50. ● To know that in 1943, almost 90% of single women and 80% of married women were in employment. ● To know that during the war, propaganda posters were commissioned to encourage women to volunteer for work. The posters were designed to make working look glamorous and appeal to women's sense of duty to their country. ● To know that after the war, many women lost their jobs and for lots of them going back to the way they were before the war was quite difficult.
Procedural Knowledge	Similarities and Differences
Key Vocabulary	Conscription, patriotic, heroine



Lesson 11	
Learning Objective	Rationing- Did the war change food for good?
Declarative Knowledge	<ul style="list-style-type: none"> ● To know that during WWII people's diets were different. ● To know that at the start of the war, Britain began rationing food. ● To know that at the start of the war, Britain was importing more than 2/3s of its food from overseas. ● To know that, after war was declared in September 1939, the British government had to cut down on the amount of food it brought in from abroad as German submarines started attacking British supply ships. There was a worry that this would lead to shortages of food supplies in the shops so the British government decided to introduce a system of rationing. ● To know that the food rationing began in January 1940 and it lasted until 1954. ● To know that fresh fruit and vegetable, bread and fish were never rationed during the war.
Procedural Knowledge	Cause and Consequence
Key Vocabulary	Ration, import, diet



Lesson 12

Learning Objective

Declarative Knowledge

Anne Frank- What can one girl's diary tell us about historical events?

- To know that Anne Frank is an important historical figure as she wrote a diary that showed what life was like for a **Jewish** girl during the Second World War.
- To know that Anne Frank was born in 1929 and that she was Jewish.
- To know that the Jewish people were persecuted by the Germans during World War II.
- To know that Anne's father Otto Frank moved the family from Germany to Amsterdam in the Netherlands when Anne was four years old to get away from Nazi **Regime**.
- To know that when the Germans invaded the Netherlands and the Frank family became trapped.
- To know that Otto Frank built a secret annex behind his office for the family to hide from the German soldiers. Anne and her family hid from the Nazis for two years.
- To know that Anne wrote in her diary every day.
- To know that her family were betrayed and captured by German soldiers. The family were split up and sent to **concentration camps**.
- To know that Anne probably died a month before the war ended from a disease called typhus aged 15.
- To know that Otto survived and published her diary "The Diary of a Young Girl" It was an important book because it showed a first person account of what life was like for Jewish people during this time.



Read the extract from Anne's diary below to understand how Jewish people were treated.

October 9th 1942: "Today I have nothing but dismal and depressing news to report. Our many Jewish friends and acquaintances are being taken away **indroves**. The **Gestapo** is treating them very roughly and transporting them in cattle cars to Westerbork, the big camp in Drenthe to which they're sending all the Jews. Miep told us about someone who'd managed to escape from there. It must be terrible in Westerbork. The people get almost nothing to eat, much less to drink, as water is available only one hour a day, and there's only one toilet and sink for several thousand people. Men and women sleep in the same room, and women and children often have their heads shaved. Escape is almost impossible; many people look Jewish, and they're branded by their shorn heads. If it's that bad in Holland, what must it be like in those faraway and **uncivilized** places where the Germans are sending them? We assume that most of them are being murdered. The English radio says they're being gassed. Perhaps that's the quickest way to die. I feel terrible. Miep's accounts of these horrors are so heartrending... **Fine specimens of humanity**, those Germans, and to think I'm actually one of them! No, that's not true, Hitler took away our nationality long ago. And besides, there are no greater enemies on earth than the Germans and Jews."

Procedural Knowledge

Significance

Key Vocabulary

Prosecute, annex, betrayed, concentration camp, typhus

Lesson 13

Learning Objective

The Holocaust- What were the effects of the Anti-Jewish laws?

Declarative Knowledge

- To know that Jewish communities were targeted by the Axis forces.

Jewish people were discriminated against in a number of ways. This was known as anti-Semitism:

- Jewish shop owners had to display a yellow star to identify themselves as Jewish.
- Doctors, teachers, lawyers and University professors were forced out their jobs
- Propaganda documents were published by the Germans which described the Jews as dangerous.
- Boycott of Jewish businesses
- 'Jews not wanted here' signs put up at swimming pools
- Jews were not allowed to marry Germans or vote in elections
- Jewish children were forbidden from attending school
- Homes and synagogues attacked
- Jews were forced to wear the yellow Star of David
- Violence increased and many Jews were attacked or killed



- To know that many families feared persecution and sent children to safety - called refugees.
- To know that many Jewish people were caught and sent to Concentration Camps.
- To know that one of the most prominent concentration camps was called **Auschwitz** and was located in Poland. In concentration camps people were made to work extremely hard, they were starved, they lived in overcrowded conditions in dormitories with up to ten people sharing a bed.
- To know that Germans developed gas chambers in the concentration camps to kill many people quickly. (People claim that around 6 million Jews were killed in WW2 - this is known as the holocaust.)



Procedural Knowledge	Interpretation
Key Vocabulary	Anti-Semitism, refugees, concentration camp, Jew, dormitory

Lesson 14	
Learning Objective	END OF UNIT ASSESSMENT
Declarative Knowledge	
Procedural Knowledge	
Key Vocabulary	



Year 5- Victorian Britain

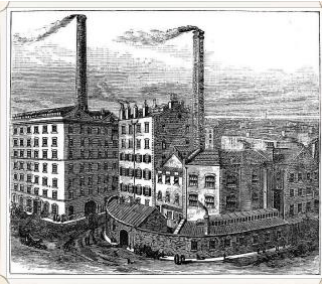

NC Objectives: Pupils will learn about:

A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

Lesson 1	
Learning Objective	To find out about the life of Queen Elizabeth.
Declarative Knowledge	<ul style="list-style-type: none">• To know that Queen Victoria reigned from 1837 to 1901.• To know that she was the longest reigning monarch but has since been overtaken by Queen Elizabeth II.• To know that the 'Victorian' period of history is named after her. <p>Early Life</p> <ul style="list-style-type: none">• To know that Victoria was born in London in 1819 to her parents, Edward (son of King George III) and Victoria of Saxe-Coburg. Her father died when she was very young and she had no brothers or sisters. Her upbringing was strict and lonely.• To know that as she grew older, her mother tried to prepare her for the possibility of becoming queen one day by making sure she received a good education and knew what ruling a country might entail.• To know that her mother helped her to see how ordinary people lived their lives by taking her on a tour of England.• To know that Victoria was very clever and learned to speak in many different languages. She was a gifted painter. She also enjoyed writing in her journal, which she did every day from being a teenager until her death. <p>What happened when she became queen?</p> <ul style="list-style-type: none">• To know that Victoria became queen when she was 18 years old in June 1837. Although some people thought she was too young to be a powerful ruler, Victoria was a strong character and brought a renewed sense of energy and determination to the British monarchy.• To know that three years later, Victoria married Prince Albert.• To know that Victoria and Albert had 9 children: Victoria, Edward, Alice, Alfred, Helena, Louise, Arthur, Leopold and Beatrice.• To know that Victoria took her duties as queen very seriously. Every week she held long meetings with the prime minister to discuss what was happening in her kingdom. Her reign is regarded as a time of growth and prosperity, as it was a time when Great Britain became the largest empire in the world.

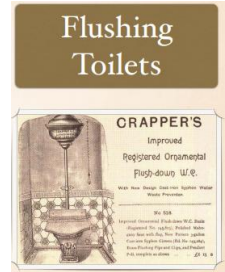


	<p>What was the big turning point in her life?</p> <ul style="list-style-type: none"> To know that two terrible things happened in 1861, when Victoria was 42 years old. First Victoria's mother died and then later in the same year her beloved husband Albert died too. To know that Queen Victoria grieved heavily for Albert. From that day on, she dressed in black clothes to show that she was in mourning and continued to do this for the rest of her life. For a while, she was too sad to engage in her duties as queen, but after some time she returned and focused on growing the British Empire. She also created a number of memorials to her husband, like the Royal Albert Hall. <p>When did she die?</p> <ul style="list-style-type: none"> To know that Victoria died in 1901 at the age of 81, she was buried next to her husband. To know that many British people were very sad when she died because she had been such a popular queen. 	 
Procedural Knowledge	Chronology	
Key Vocabulary	Monarchy, empire, prosperity	

Lesson 2		
Learning Objective	To find out what the Industrial Revolution was and how it affected Britain.	
Declarative Knowledge	<ul style="list-style-type: none"> Know that it was also a time of tremendous change in the lives of British people. Know that in 1837 most people lived in villages and worked on the land; by 1901, most lived in towns and worked in offices, shops and factories. To know the reasons people moved from the countryside to city. (Lots of machines invented, new factories were being built etc.) To know that the development of steam engines was one of the most important factors in the Industrial Revolution. To know that steam engines had been in use before Queen Victoria but they were developed to make them more powerful. To know that due to steam engines being used, mining industry grew as coal was in demand. To know that new method of converting iron into steel was developed (Bessemer converter) To know that during the Victorian era steel tracks were installed for the steam locomotives. To know that Industrial Revolution, people moving into the cities, caused pollution, poor air quality, living in poor conditions caused diseases such as cholera. 	 

	<ul style="list-style-type: none"> To know that increase in factory and mining jobs meant children could work. However, bad working conditions caused children to be badly injured or death.
Procedural Knowledge	Causes and Consequences
Key Vocabulary	Rural, urban, steel

Lesson 3	
Learning Objective	To find out about important inventions of Victorian era.
Declarative Knowledge	<ul style="list-style-type: none"> To know that there were lots of inventions during the Victorian era. To know that these inventions shaped our lives today. These are included: <ul style="list-style-type: none"> Electricity Electrical generator Lightbulb Flush toilets (although they had been invented in 1775, they were not used in Britain until 1860) Cameras Telephone First petrol motor car Bicycles
Procedural Knowledge	Significance
Key Vocabulary	Invention



Lesson 4	
Learning Objective	To find out about health, disease and medicine in Victorian era.
Declarative Knowledge	<ul style="list-style-type: none"> To know that hospitals were usually run as charities. To know that the hospitals were overcrowded and dirty. To know that most of the nurses had no training. <p>Florence Nightingale:</p> <ul style="list-style-type: none"> To know that Florence Nightingale was a truly inspirational nurse and she changed the face of nursing from a mostly untrained profession to a highly skilled and well-respected medical profession with very important responsibilities. To know that Florence Nightingale was born in Florence, Italy on 12 May 1820. Her father was a wealthy landowner. She was brought up in Derbyshire (where she spent her summers) and Hampshire (where she spent her winters). To know that rich English girls such as Florence were expected to do - almost nothing. At the time when Florence was born, many girls did not receive any type of education. Florence was very lucky because her father, William Nightingale, believed that all women should receive an education. He taught Florence and her sister a variety of subjects ranging from science and mathematics to history and philosophy. As Florence grew up she developed an interest in helping others. She cared for sick pets and servants whenever she had the chance. Florence Nightingale felt called by God to become a nurse. At seventeen years of age, she believed she was called into service by God “to do something toward lifting the load of suffering from the helpless and miserable.” At first her parents refused to allow her to become a nurse because, at that time, it was not thought to be a suitable profession for a well-educated woman. But Florence did not give up. Eventually in 1851 her father gave his permission and Florence went to Germany to train as a nurse. In 1853 was running a hospital in London. To know that most people went to apothecaries but they were not trained. To know that the rise in city population, diseases such as cholera, typhoid and tuberculosis spread. To know that when Queen Victoria came to the throne, the life expectancy was in the late thirties.
Procedural Knowledge	Similarities and Differences
Key Vocabulary	Cholera, typhoid, tuberculosis



The Apothecary.

Lesson 5

Learning Objective

To find out what the Victorians did during their leisure time.

Declarative Knowledge

- To know that after around 1850, people had more leisure time.
- To know that during Queen Victoria's reign:
 - Britain became the most powerful and richest country in the world, with the largest empire that had ever existed, ruling a quarter of the world's population.
 - Towns and cities got piped water, gas and, by the end of the century, electricity
 - The number of people living in Britain more than doubled from 16 million to 37 million, causing a huge demand for food, clothes and housing.
 - Factories and machines were built to meet this demand and new towns grew up, changing the landscape and the ways people lived and worked.
 - Railways, originally built to transport goods, meant people could travel easily around the country for the first time. Railways brought new foods to towns and cities.
 - Soldiers were at war all over the world especially in 1850 - 1880.
 - Many households had a servant or servants – in 1891, 2 million servants were recorded in the census
 - Seaside holidays were 'invented' (became popular).
 - Police Force 'invented'.
 - At the beginning of the Victorian period crossing the Atlantic took up to eight weeks. By 1901 it took about a week.
 - New cookers and gadgets for the home were invented.

- To know that laws were introduced to limit the number of hours people were able to work.

Working Conditions:

- To know that most people, including children worked a 12 hour day.
- To know that they had a mid-day break for one hour and short breaks for breakfast and tea.
- To know that many factory owners put profit above the health and safety of their workers.
- To know that children and young women were employed in terrible conditions in textile mills and mines.
- To know that furnaces were operated without proper safety checks.
- To know that workers in factories and mills were deafened by steam hammers and machinery.
- To know how factory conditions changed in the 1840's.

1833 Factory Act:

- Children banned from working in textile factories under the age of nine.
- 9 - 13 year olds limited to 9 hours a day and 48 hours a week.
- 13 - 18 year olds limited to 12 hours a day and 69 hours a week.
- All children under eleven to have two hours education a day.
- Government Factory Inspectors appointed to enforce the law.

- To know that the invention of steam train meant that people could travel to seaside.
- To know that theatre was a fun trip out for a Victorian family.

- To know that during the Victorian era sports became more organised (1863 the FA was formed)
- To know that during the Victorian era parks were planted with exotic plants and became popular places to visit.
- To know that reading at home became popular (due to more children going to school)
- To know that the kind of life a child had in the Victorian times depended on its family.

Children from working class families	Children from rich families
<ul style="list-style-type: none"> • had few luxuries. • ate poor food • worked long hours • lived in damp, filthy conditions. • many children died of disease. 	<ul style="list-style-type: none"> • usually well fed, clean and well clothed. • didn't need to work • went on holidays • had expensive toys • had pets such as ponies.

Procedural Knowledge	Similarities and Differences
Key Vocabulary	Era, disease,

Victorian Timeline:

1837	William IV died and his niece Victoria became Queen at the age of 18
1837	Houses of Parliament built
1838	The first photograph taken, by Louis Daguerre in France and William Henry Fox-Talbot in Britain.
1839-1842	Britain defeated China in the Opium War and made China sign the Treaty of Nanking. Britain was given Hong Kong.
1840	February 6 - Britain claims New Zealand as a colony to head off proposed French settlements.
1840	The first postage stamps (Penny Post) came into use
1840	Queen Victoria married Prince Albert
1841	The Great Western Railway from Bristol to London was completed offering a journey of only four hours.
1842	The Mines Act stopped children under 10 from working in the mines.
1842	Assassination attempt on Queen Victoria by John Francis
1843	Britain claims the former Boer republic of Natal as a British colony.
1843	Charles Dickens published A Christmas Carol. It sold out completely in 6 days.
1844	The Factory Act stops children between 8 and 13 working more than 6.5 hours a day.
1845-1849	Ireland suffered the Great Potato Famine when entire crops of potatoes, the staple Irish food, were ruined. The famine was a consequence of the appearance of blight, the potato fungus. About 800,000 people died as a result of the famine. A large number of people migrated to Britain, the United States, Canada and Australia.
1844-1845	8,000km of railway track built across Britain
1850s	The first post boxes were built
1850	Workhouses opened to try to help the poorest people who had no money. In return for their labour, the workers were given a bed and basic food.
1850	The Great Exhibition opened at Crystal Palace by Prince Albert. Census showed just over half of Britain's population (of 20 million) lived in towns

1851	The first free public library opened in Winchester.
1851	London is now Britain's largest city, with 2.4 million
1851	Ice Cream is invented by Jacob Fussell, in the USA
1851	The first public flushing toilet opens in London
1854-1856	The Crimean War fought by Britain and France against Russia
1854	A cholera epidemic led to demands for a clean water supply and proper sewage systems in the big cities
1856	Britain defeated Russia in the Crimean War
1856	Police forces now in every town
1858	The British Parliament passed the Government of India Act, ending the rule of the East India company and bringing India under British rule. November 1 - Queen Victoria is crowned Empress of India.
1861	Death of Prince Albert from Typhoid
1863	The first underground railway is opened in London. The foundation of the Football Association
1864	A law bans boys under 10 from working as chimney sweeps.
1868	The last public hanging
1869	The first Sainsbury's shop open in Drury Lane, London
1870	Schools provided for 5 - 10 year olds
1871	Queen Victoria opens the Albert Hall
1871	Bank Holiday Act introduced, allowing banks to close a few days a year
1872	First FA Cup Final
1875	Captain Matthew Webb became the first man to swim the English Channel. It took him 22 hours.
1876	Queen Victoria was crowned the Empress of India

1876	Scotsman Alexander Bell invented the telephone Primary education was made compulsory
1877	The world's first recording of the human voice was heard when the inventor of the phonograph, Thomas Edison, recited 'Mary Had A Little Lamb' and played it back
1878	The first public electric lighting in London, replacing the old gas lamps, which had to be lit by hand every evening.
1880	The Education Act makes compulsory schooling for all children between 5 and 10.
1881	London's Natural History Museum opened
1883	January - Britain takes complete control of Egypt.
1883	First electric railway
1887	Britain establishes the colony of Nigeria in Africa.
1887	The invention of the gramophone
1891	Free education for every child aged 5-13
1896	The speed limit for horseless carriages in Britain was raised from 4 m.p.h. to 14 m.p.h.
1901	Queen Victoria died. Her son, Edward VII, became King. Population of Britain 40 million