

Adapted unit: How did life change in our locality in Victorian times?

HISTORY
YEAR 5/6

About the unit

In this unit children investigate some of the ways their local area in Manchester changed during the Victorian era, and some of the reasons for those changes. Children use the local area in Manchester to explore characteristic features of Victorian times, how the area changed over time and the reasons for and results of these changes. Children develop their sense of chronology, and ask and answer questions, from buildings and other information sources. This unit has been adapted to include migration into Manchester and the use of cultural resources such as museums, places of worship, heritage centres or speakers from the local communities.

Where the unit fits in

Fieldwork skills introduced in other units, as in Units 2, 6A and 8, will be developed through this unit. It also introduces a range of sources that will be new to the children. The unit complements Unit 11, 'What was it like for children living in Victorian Britain?' and is particularly suited to schools located in an urban area such as Manchester, with a range of buildings dating from the Victorian period.

Expectations

At the end of this unit

most pupils will: make appropriate use of dates, *eg 1851, 1871, 1891*; identify changes in Manchester within the Victorian period; give some reasons for the changes studied; select information from various sources to find out about aspects of the period.

some pupils will not have made so much progress and will: present selected information using some specialist terms; describe some features of the period.

some pupils will have progressed further and will: select and combine information from several sources to find out about the past; give results of some of the main events and changes in the locality; produce extended writing that is organised and structured appropriately.

Prior learning

It is helpful if the children have:

- done some introductory work on the Victorians, perhaps from unit 11 'What was it like for children living in Victorian Britain?'
- experience of fieldwork involving observations of domestic architecture, as in unit 2 'What were homes like a long time ago?', and unit 8 'What were the differences between the lives of rich and poor people in Tudor times?'
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- used simple databases.

Language for learning

Through the activities in this unit pupils will be able to understand, use and spell correctly:

- words associated with local history studies, *eg maps, census, trade directory, street directory, locality*
- words associated with Victorian housing, *eg villa, terraced house, tied cottage, workhouse, sash window, bargeboards, gable*
- words associated with industrialisation, *eg mechanisation, urbanisation, public health.*

Resources

Resources include:

- copies of census returns from now and Victorian times, *eg 1871 and 1891*
- maps of the local area
- pictures of Victorian transport and industry
- pictures of features of Victorian buildings
- pictures of people from local communities, buildings, transport and industry from the Victorian period
- speakers from the local community
- guidance on using and obtaining local history resources can be gained from the *English Heritage* website www.english-heritage.org.uk and the *Archives in Education* website www.archives.org.uk/education/teachers/html

Section 1: What can we remember about the Victorians?

Learning objectives	Possible teaching activities	Learning outcomes	Points to note
<p>Children should learn:</p> <ul style="list-style-type: none"> to revise their prior learning about Victorian Britain to recall aspects of life in Victorian Britain to relate this prior knowledge to aspects of the local area, such as houses to summarise in note form the learning they can recall, <i>eg on a KWL grid.</i> 	<p>Talk to the class about the year they were in when they studied the Victorians. Ask them what springs to mind when they think of the Victorians.</p> <p>Organise small groups to work together discussing and listing what they can remember. The groups can decide on one person to tell the class what they have listed. The class makes notes on the key things that are recalled.</p> <p>Talk about the local area, using photographs. Ask the children to identify places that they think are from Victorian times. Discuss how they know, <i>eg the features of houses that they have seen in pictures of Victorian houses.</i></p> <p>Make and begin a KWL (what I know, want to know and have learnt) grid.</p>	<p>Children:</p> <ul style="list-style-type: none"> recall prior learning about aspects of life in Victorian Britain recall aspects of life in Victorian Britain relate this prior knowledge to aspects of the local area, such as houses summarise in note form the learning they can recall. 	<p>This activity will particularly support the less able children, who might find recalling prior learning difficult.</p> <p>The KWL grid will be a focus throughout the topic, to be added to at intervals and completed at the end.</p> <p>If the children have not studied the Victorians before, start this unit with different sources about the Victorians and get them to identify and discuss key features from the Victorian era, both locally and nationally.</p>

Section 2: What can we learn from a walk in our local area?

Learning objectives	Possible teaching activities	Learning outcomes	Points to note
<p>Children should learn:</p> <ul style="list-style-type: none"> to investigate the past of their local area by looking at the site of a Victorian school building to observe the buildings around the Victorian school, noticing any that date from the same period to make brief notes, sketches and photographs of any Victorian features or buildings they notice. 	<p>Look at pictures of a Victorian school in the locality and others from that period, showing external and internal features. Compare the nineteenth century and present day pictures of the school in the locality and discuss how it has changed?</p> <p>Walk to the site of an old school in the locality and look around the area.</p> <p>Record evidence of Victorian buildings in the area, <i>eg with a digital camera</i>. Back at school load the pictures into a PowerPoint file.</p> <p><i>Link with literacy: Note any indications of what the community was like in that area in Victorian times.</i></p> <p>Give the children copies of photographs of Victorian buildings in the area. Ask the children to note some features of Victorian buildings and record these in the form of annotated sketches. Then list differences between modern and Victorian buildings.</p>	<p>Children:</p> <ul style="list-style-type: none"> recognise Victorian buildings record evidence of the communities that lived in the area in Victorian times make brief notes and sketches and take photographs. 	<p>Prior to the walk it will be helpful to give children examples of features of Victorian buildings to look for on their walk.</p> <p>Use a digital camera and sketchpads to record what the children notice.</p> <p>Look for any names and dates that might give clues about past communities.</p> <p>The availability and quality of photographs and pictures may vary according to the locality.</p>

Section 3: What can we find out about the local area in the past from maps?

Learning objectives	Possible teaching activities	Learning outcomes	Points to note
<p>Children should learn:</p> <ul style="list-style-type: none"> to extract historical information from photographs and maps of the local area to use maps from different periods during the plenary, as a whole class, list the changes they can find. 	<p>Give children maps of the area from early and late Victorian times and from the present day. Ask them to compare the maps and identify changes that have taken place, first between early Victorian times and the present, and then within the Victorian period.</p> <p>Ask the children how they can begin to find out about the people that lived in this area and other parts of Manchester, <i>eg by using other sources, such as the census.</i></p> <p><i>Link with literacy: list the changes they can find. Make a two-column grid to list things that have stayed the same and things that have changed between early and late Victorian times.</i></p> <p>Give the children copies of an early and a late Victorian map and ask them to highlight in different colours, the green areas and built up areas, on each and compare the amount of building on the two maps. Ask them to create a key to show the colours used for each area.</p>	<p>Children:</p> <ul style="list-style-type: none"> extract historical information from photographs and maps of the local area use maps from different periods list the changes they can find. 	<p>It will be helpful to enlarge the most relevant sections of the maps used, so that the children are searching only a few streets.</p> <p>Children may find it more interesting to look at the street where their school is now and those where they live.</p> <p>The availability, type and quality of maps may vary according to the locality.</p> <p>For an extension activity, give the children a map from the end of the Victorian period. Show them the new building that has appeared on each successive map, and ask them to highlight in different colours on their own maps each new stage of building.</p> <p>Ask them to create a key showing the colours used to show the dates of new streets.</p>

Section 4: Who lived here in 1871?

Learning objectives	Possible teaching activities	Learning outcomes	Points to note
<p>Children should learn:</p> <ul style="list-style-type: none"> to find out about the past from census returns to select and record information relevant to a chosen topic to use ICT to investigate the census data. 	<p>Ask the children to find 1871 on the class timeline. Ask them what kind of people they think might have lived in the local area in 1871 and how they could find this information. Refer to the census mentioned in the previous lesson.</p> <p>Give the children copies of a census return and ask them to look at the names, number of people in the houses, occupations, number of houses in the street etc.</p> <p><i>Link with literacy: list the headings under which information is collected and note what they can learn from each category in the census.</i></p> <p><i>Make a class set of vocabulary cards showing the occupations shown on the census. Compare these occupations with present day occupations.</i></p> <p>Ask them to record the name and one other field of data (age, occupation, place of origin, size of family). Discuss with the children their findings, helping them to identify patterns and draw conclusions about the area in 1871.</p> <p><i>Link with ICT: If possible give the children this data in the form of a computer database or spreadsheet. Ask children to produce graphs for fields they have investigated, using a database such as Excel or Information Workshop. Discuss what the graphs show.</i></p>	<p>Children:</p> <ul style="list-style-type: none"> understand what a census return is and what can be learnt from it extract data from a census return and record it in a graph select and record information use ICT to investigate census data. 	<p>This activity uses a variety of sources of information that are available for most localities. Census and other information for a different year can be substituted where none is available for 1871. Most local councils have archives that can supply copies of census returns. They are also available from local study centres, which are usually located in local libraries.</p> <p>Census returns are often handwritten in copperplate writing, so may need to be transcribed. This activity could be adapted by transcribing some pages onto a simple database for some children.</p> <p>You may wish to introduce the children to other local history sources such as trade and street directories and estate agents' sales particulars, all of which provide accessible additional information about a local area.</p> <p>Children's conclusions could be very simple, eg <i>typical names, ages of people working, types of jobs.</i></p>

Section 5: Who lived and worked here in 1891? What has changed since 1871 and why?

Learning objectives	Possible teaching activities	Learning outcomes	Points to note
<p>Children should learn:</p> <ul style="list-style-type: none"> to make comparisons that illustrate change within the Victorian period to give reasons for these changes to identify characteristic features of Victorian transport and industry to write diary extracts about the changes that a fictional character would recall. 	<p>Give children census returns from 1891, and ask them to research the same fields as in the previous activity. Ask them to list findings to report to the class.</p> <p><i>Link with ICT: If possible give the children this data in the form of a computer database or spreadsheet.</i></p> <p>Ask children to produce graphs for fields they have investigated, using a database such as Excel or Information Workshop. Discuss what the graphs show.</p> <p>Discuss with children what has changed since 1871. <i>Are any of the same families still living in the same homes?</i></p> <p><i>Link with numeracy: Are there more people living in the area who were born elsewhere? Have people's occupations changed?</i></p> <p>Discuss why some of these changes might have taken place, encouraging the children to speculate on the basis of their prior knowledge. This activity could be extended using street directories and trade directories. These show the owners of and the uses of the buildings in a given street.</p> <p>Children could look at increases or decreases in the numbers of shops or changes in the use or ownership of buildings. The children could demonstrate their understanding of the changes over time by writing diary extracts about the changes that a fictional local character would recall.</p>	<p>Children:</p> <ul style="list-style-type: none"> identify changes between the census of 1871 and that of 1891 speculate about possible reasons for change write diary extracts about the changes that a fictional character would recall. 	<p>Census returns need to be for the same streets as those used in any previous activity.</p>

Section 6: What can we find out about our area from pictures?

Learning objectives	Possible teaching activities	Learning outcomes	Points to note
<p>Children should learn:</p> <ul style="list-style-type: none"> to study pictures and photographs from the period and note changes that took place as evidenced by these sources, <i>eg the building of the railways</i> to communicate their understanding of how local communities changed, <i>eg Irish immigrants</i> to use census data to find out information about the Irish community in Manchester to relate this discussion to the issue of why people move to a different country today. 	<p>Let the children see pictures showing changes in transport and industry in the Victorian period, <i>eg railway stations, canals, mills, factories</i>, and ask them to describe some of the main changes.</p> <p>Discuss with the children which changes in transport or changes to industry were the most important in their local area.</p> <p>Study pictures showing the building of the railways and the people who worked on them.</p> <p>Look at pictures of the navvies and discuss where they came from and why.</p> <p>Discuss the parts of Manchester where new Irish immigrants settled, <i>eg Ancoats</i>.</p> <p>Give pairs or small groups of children copies of census data for Ancoats from 1851 and 1891, in the form of a computerised database if possible.</p> <p>Ask the children to look at the 1851 data and note down the key things this data shows. Then do the same with 1891.</p> <p>Ask the children to present their findings to the class, choosing their own form of presentation, such as a chart or verbal presentation, shared between the pair or group members.</p>	<p>Children:</p> <ul style="list-style-type: none"> record changes in the community from looking at pictures and photographs present ideas to the class in oral, visual or written form use census data to find out information about the Irish community in Manchester. 	<p>Additional resources will be needed to support this activity, <i>eg textbooks, video, illustrations, materials produced by the teacher, the internet and CD-Rom</i>.</p> <p>Topics which deal with migration will need to be handled sensitively, particularly when discussing issues such as the reasons for people's decisions to move to live in new areas.</p> <p>In the case of Irish migration, for example, it would be helpful to explain that many people were forced to leave Ireland on account of the Potato Famine.</p>

Section 7: What sort of people moved into the locality in Victorian times and what was life like for them?

Learning objectives	Possible teaching activities	Learning outcomes	Points to note
<p>Children should learn:</p> <ul style="list-style-type: none"> to consolidate their knowledge and understanding of the changes in the locality from further investigation to find out about the changing population in the locality in Victorian times to devise appropriate questions to ask a visiting speaker from one of the local communities, eg <i>the Irish community</i>. <i>Link with literacy</i> to relate this discussion to the issue of why people move to a different country today to listen and make notes about changes in the communities to devise supplementary questions to find out information they need for their enquiries to begin to understand the value of oral history 	<p>Either</p> <p>Invite a member of a local community, such as the Islamic, Jewish or Irish communities, to speak to the children about the history of their communities in Victorian times.</p> <p><i>Link with literacy: Ask the speaker prepared questions about their own memories and about the people who lived in their area in the past.</i></p> <p>Record the discussion on audio or videotape. The children can also take notes of the things they find interesting.</p> <p>Or</p> <p>Organise a visit to a local museum or cultural centre, which has a history going back to Victorian times. Prepare the children for the visit by discussing the key points they need to learn about during the visit, eg <i>what information can they find out about immigration to the locality in Victorian times, the establishment of a diverse range of local communities, the life and history of these communities.</i></p> <p><i>Link with literacy: Encourage the children to make notes and sketches during the visit, as well as asking questions. They can use their notes to inform discussions after the visit, and their sketches to develop artwork based on what they have seen.</i></p>	<p>Children:</p> <ul style="list-style-type: none"> consolidate their knowledge of the changes to the locality deepen their understanding of the local community and the different cultures within it ask questions and take notes on the talk of a visiting speaker begin to understand the nature and value of oral history make brief notes during the visit for later discussion. 	<p>The children may need question sheets or discussion points to focus their initial and supplementary questions.</p> <p>If the children are visiting cultural centres in the community, it would be useful to provide them with some background information on the particular culture/religion before they go.</p>

<ul style="list-style-type: none">• to make brief notes during an organised visit.			
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Section 8: How did local communities change in our locality in Victorian times?

Learning objectives	Possible teaching activities	Learning outcomes	Points to note
<p>Children should learn:</p> <ul style="list-style-type: none"> to recall information about the area in Victorian times to organise their knowledge and use it to summarise their learning about the changes to use flow diagrams and charts to use ICT to present their findings Use ICT to present their findings. 	<p>Discuss with the children what they have learnt about their locality in Victorian times. Focus on the main changes that occurred in the locality over the period and the causes and effects of these changes.</p> <p><i>Link with literacy: Use flow diagrams, other charts and a collection of pictures to illustrate what they discuss.</i></p> <p>Identify categories, <i>eg population, place of origin of inhabitants, occupations and sources of employment, buildings.</i></p> <p>Ask the children to choose one of the categories and use a range of sources to find out about and summarise the changes that took place.</p> <p><i>Link with ICT: ask the children to present their findings using ICT, eg some PowerPoint slides, which incorporate the photographs taken at the beginning of the project.</i></p> <p>Children complete the KWL grid as their final whole class activity.</p>	<p>Children:</p> <ul style="list-style-type: none"> suggest the ways in which the locality changed in the Victorian period summarise what they have found out about one way the local area has changed use flow diagrams and charts present their findings using ICT, <i>eg give a PowerPoint presentation.</i> 	<p>Information can be presented in various ways, <i>eg visually, in written form, as a book, as a class presentation (assembly), electronically.</i></p> <p>Children's writing skills can be developed by using the activity as a means of revising the features of explanatory texts, including presentational devices like charts and diagrams. Children could be taught how to use these devices to support the making of a summary, and as notes for an oral presentation.</p> <p>This activity could be linked to ICT. Children could construct databases and present data in graph form, or as data files using multimedia programmes. They could use desktop publishing programmes to produce leaflets for other children, visitors to the school, or even for display in local museums.</p>