

ABOUT THE UNIT

In this unit children investigate some of the ways their local area changed during the Victorian era, and some of the reasons for those changes. Children use the local area 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.

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 area with a range of buildings dating from the Victorian period.

ADAPTING THE UNIT FOR A DIFFERENT AGE GROUP

Year 3 and 4 children could:

- be introduced to the concept of a census by taking part in one in class, with due sensitivity
- use census material that has been transcribed into an easier format
- spend more time developing their knowledge of building styles and materials
- be given structures to use when presenting their work

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?'
- used simple databases`

VOCABULARY

In this unit, children will have opportunities to use:

- words associated with local history studies, *eg 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

- copies of census returns from now and Victorian times, *eg 1891 and 1841*
- pictures of Victorian transport and industry
- pictures of features of Victorian buildings
- pictures of local buildings, transport and industry from the Victorian period

EXPECTATIONS

at the end of this unit

most children will:

make appropriate use of dates, *eg 1841, 1891*; identify changes in the locality 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 children will not have made so much progress and will:

present selected information using some specialist terms; describe some features of the period

some children 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

