

Willerby Carr Lane Primary School - History

Topic: The Victorians

Year: 6

Strand: British History beyond 1066

What should I already know?

- What schools are like today
- What life is typically like today for children growing up in Willerby

What will I know by the end of the unit?

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| When was the Victorian Period? | <ul style="list-style-type: none"> • the Victorian era was the period of Queen Victoria's reign, from 1837 until her death in 1901 • She was queen for 64 years |
| How did life compare for rich and poor? | <ul style="list-style-type: none"> • Wealthy Victorians enjoyed a good and easy life • Poor Victorians had a rough and hard life, often ending up in the workhouse or early death. • The poor had few luxuries. <ul style="list-style-type: none"> ○ ate food they could afford to buy ○ worked long hours ○ lived in damp, filthy conditions. ○ Many children died of disease. • The wealthy <ul style="list-style-type: none"> ○ usually well fed, clean and well clothed. ○ didn't need to work ○ lived in big houses with servants ○ went on holidays ○ children had expensive toys ○ children went to school |
| How were schools different to today? | <ul style="list-style-type: none"> • Prior to the nineteenth century, there were few schools • 'Ragged schools' were set up to provide free schools for poor children • In 1870, Parliament passed the Forster's Education Act, requiring all parts of Britain to provide schools to children aged 5 to 12. However, not all these school were free so many could not afford the 'school's pence' each week. • It wasn't until 1880 that schooling became mandatory. All children had to attend a school until they were 10 years old (and the 12 by 1889) • There could be as many as 70 or 80 pupils in one class • The teachers were very strict. • Children were often taught by reading and copying things down, or chanting things till they were perfect. • Typical lessons at school included the three Rs - Reading, WRiting and Dictation, and ARithmetic. In addition to the three Rs which were taught most of the day, once a week the children learned geography, |

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| | <p>history and singing. The girls learned how to sew.</p> <ul style="list-style-type: none"> • Children sometimes did 'drill' in the classroom. Drill was a series of exercises that were done by the side of a desk. • Paper was expensive. Children usually therefore wrote on slates with slate pencils. After a lesson was completed, and the teacher checked their work, the students cleared their slates for the next lesson. |
| What was life like inside a workhouse? | <ul style="list-style-type: none"> • Very poor people with no home or job lived in 'workhouses'. • They earned their keep by doing jobs in the workhouse. • Also in the workhouses were orphaned (children without parents) and abandoned children, the physically and mentally sick, the disabled, the elderly and unmarried mothers. • Women, children and men had different living and working areas in the workhouse, so families were split up. To make things even worse they could be punished if they even tried to speak to one another! • The education the children received did not include the two most important skills of all, reading and writing, which were needed to get a good job. • The poor were made to wear a uniform. This meant that everyone looked the same and everyone outside knew they were poor and lived in the workhouse. • Upon entering the workhouse, the poor were stripped and bathed (under supervision). • The food was tasteless and was the same day after day. • The young and old as well as men and women were made to work hard, often doing unpleasant jobs. • Children could also find themselves 'hired out' (sold) to work in factories or mines • Dr Thomas Barnardo felt that workhouses were the wrong places for children and so from 1867 onwards, he led the way in setting up proper children's homes. |
| What was the industrial revolution and what was its impact? | <ul style="list-style-type: none"> • In 1837, Britain was still a rural nation with 80% of the population living in the countryside. Most people were farmers or spun wool and cotton to weave into cloth. • Soon new machines were invented that could do these jobs in a fraction of the time. This left many people out of work, so |

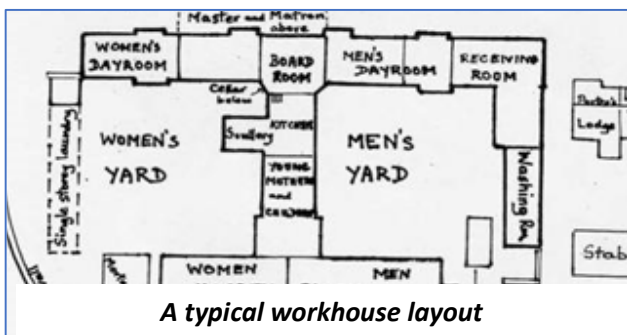
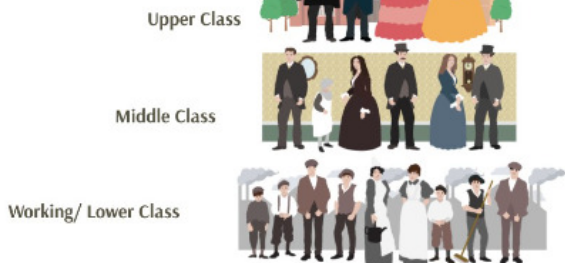
they flocked to the towns in search of jobs in new industries.

- By the middle of the nineteenth century over 50% of the population lived in towns and cities.
- The Industrial Revolution rapidly gained pace during Victoria's reign because of the power of steam.
- Victorian engineers developed bigger, faster and more powerful machines that could run whole factories. This led to a massive increase in the number of factories
- Despite the growing wealth due to trade and commerce, many of the working people, who actually produced the wealth, lived, worked and died in very poor conditions
- Children and young women were employed in terrible conditions in textile mills and mines. Furnaces were operated without proper safety checks. Workers in factories and mills were deafened by steam hammers and machinery. hours were long and there were no holidays.

| Vocabulary | |
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| British Empire | lands that Britain controlled all over the world (for example, India). |
| compulsory | having to do something (for example, going to school). |
| factory acts | laws passed by government to protect people working in dangerous factories (particularly women and children). |
| industrialized | where heavy mechanised or factory industries, like mining and cloth making, have been widely developed. |
| laws | rules passed by government which people living in a country have to abide by. |
| middle class | the middle of the Victorian class system, including lawyers earning £500 per year to a small shopkeeper earning £100 per year. |
| mines | underground areas where people worked digging out coal and other minerals |
| paupers | very poor people who have no way of feeding or supporting themselves. |
| poverty | people living in poverty do not have enough money to feed or clothe themselves. |
| ragged schools | school set up to teach poor children |
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| reformer | a person who makes changes in order to improve things. |
| slum | poorest, most overcrowded and uncared for part of a town or city |
| upper class | wealthy people, often estate owners, who had a lot of money and servants. wealthy people, often estate owners, who had a lot of money and servants. |
| workhouse | places set up by the government where poor people with no money could go and be given a bed, food and work. Many had very harsh rules |
| working class | the bottom of the Victorian class system. A working class man could be anyone from a skilled mechanic earning £90 a year to a servant earning £10 per year. |





The Class Structure of Victorian England

Three class divisions in Victorian England:



A typical workhouse layout

| Key Dates / Timeline | | |
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| Date | Event | Description |
| 1837 | Victoria crowned Queen | This was the beginning of the Victorian period. |
| 1840 | 1 st ragged school set up | <i>Ragged schools</i> were charitable organisations dedicated to the free education of destitute children. |
| 1847 | Factory Act | This stated women and children under 18 could only work 10 hours or less daily. |
| 1851 | The Great exhibition | The Great Exhibition, an international exhibition, took place in Hyde Park, London, from 1 May to 15 October 1851. It was the first in a series of World's Fairs, exhibitions of culture and industry that became popular in the 19th century |
| 1867 | Factory Act | This stated that every worker could only work 10 hours or less daily |
| 1880 | Schooling was made compulsory. | In 1880 a further <i>Education Act</i> finally made school attendance <i>compulsory</i> between the ages of five and ten, though by the early 1890s attendance within this age group was falling short at 82 per cent. .. |
| 1891 | Schooling was free. | This Act effectively introduced free elementary education for all by requiring central government to pay a 'fee grant' of ten shillings (50p) for each child between the ages of 3 and 15 |
| 1901 | Death of Queen Victoria | Queen Victoria died aged 81 at her house on the Isle of Wight. Her <i>death</i> marked the end of the <i>Victorian</i> era. |

| Important figures | Image |
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| <p>Charles Dickens</p> <p>- a writer who wrote about the rich and poor. One of his famous stories was Oliver Twist.</p> |  |
| <p>Dr Barnardo</p> <p>-a missionary who set up homes for poor, homeless children with food, shelter and training. Rescued around 60,000 children</p> |  |
| <p>Isambard Kingdom Brunel</p> <p>- a railway engineer who constructed railways, bridges and steamships</p> |  |
| <p>Lord Shaftesbury</p> <p>- a reformer and MP who worked hard to reform the laws surrounding children and work in factories</p> |  |