

Victorians

Lesson 1: Introduction to the Victorians

Lesson Objectives

- To put the Victorian period into historical context
- To use historical sources to find out about the Victorian period

Resources:

- Slides: Lesson 1
- Resource 1a
- Resource 1b
- Resource 1c

Starter

Display the *Starter* slide and explain that the Tardis is looking to find the Victorian period. The timeline has become scrambled and it is up to the pupils to use what they already know about British history to put it back together. Ask pupils to use **Resource 1a** to piece the timeline together (either by writing the answers or cutting and sticking) and then draw a Tardis over the Victorian period. Pupils could use a classroom timeline, history books or the Internet to check their chronology. We have also included an answer sheet.

Main Input

Use the *Main Input* slide and ask pupils to work in pairs to briefly list what they already know about the Victorian period. Read out the 5 quick facts on the next slide and then give pupils another minute to add extra notes to their lists.

Explain that what historians do when they want to know more about the past is look at sources of evidence from the time. Today we are going to look at four paintings from the Victorian period, each one depicting a different aspect of life during the time. Using the slides, introduce each painting and ask pupils to think about what they can deduce from the artist's depiction of Victorian life.

Activity

Print the images (**Resource 1b**) and place a different one on each table. Ask pupils to look at their image and think carefully about what it tells us about life in the Victorian times. They can note what is absent from the picture as well as what they can see (for example, is anyone using a smartphone or driving a car?). Pupils can record their deductions using **Resource 1c** and then move around the room to repeat the activity for all four images.

More Support: For pupils who will find it difficult to make deductions from the paintings, you may wish to ask them to focus on one or two particular categories like clothing or activities.

More Challenge: Ask pupils to research what other kinds of sources tell historians about the Victorian period. This is a good place to start <http://www.bbc.co.uk/ahistoryoftheworld/exploreraltflas/?tag=63&tagname=The+Victorians> or alternatively you could look at museum websites, loan boxes and information books.

Spot check

Use the *Spot Check* slide to check that pupils have understood the key facts about the Victorian period.

Plenary

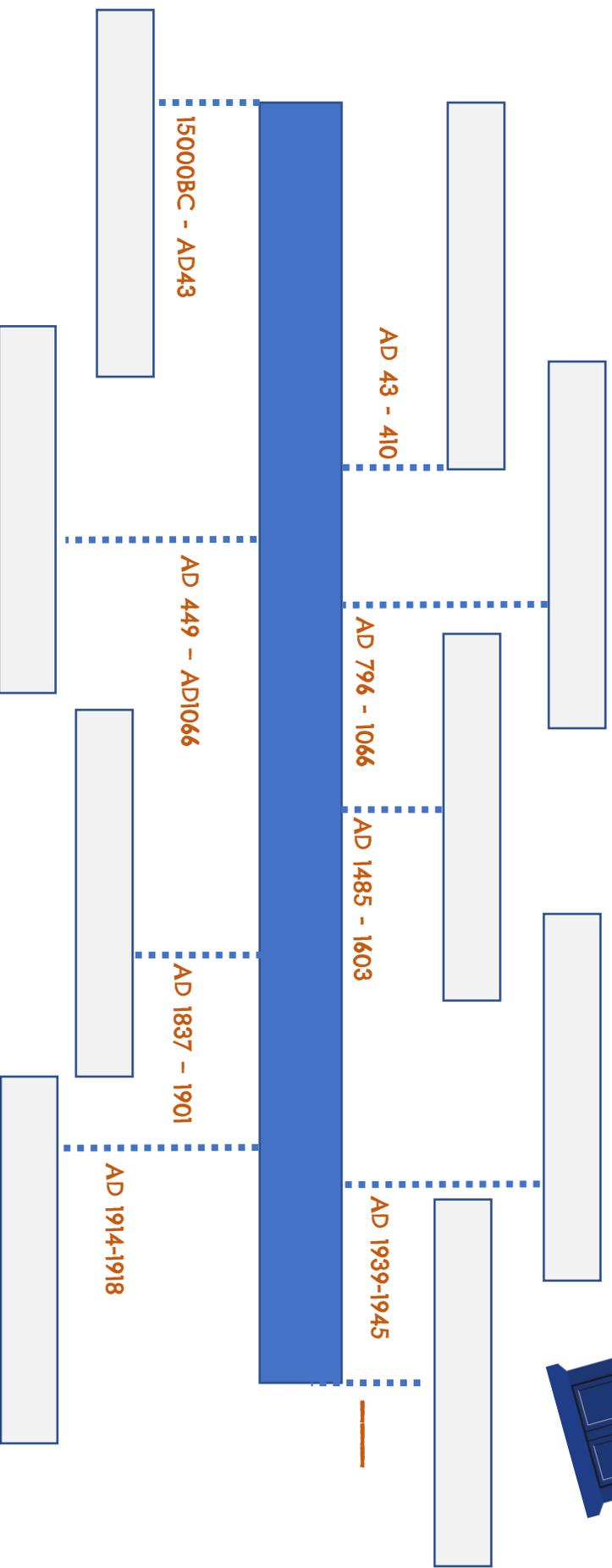
Using the *Plenary* slide, ask pupils to read out the facts and work out which ones are true and which one is the lie. If you have more time at the end, challenge pupils to come up with their own version of the game with three true facts about the Victorian period and one that is made up.



Resource 1a

Travel back in time!

Cut out the cards and stick them in the correct place on the timeline. Then draw the Tardis over the Victorian period.



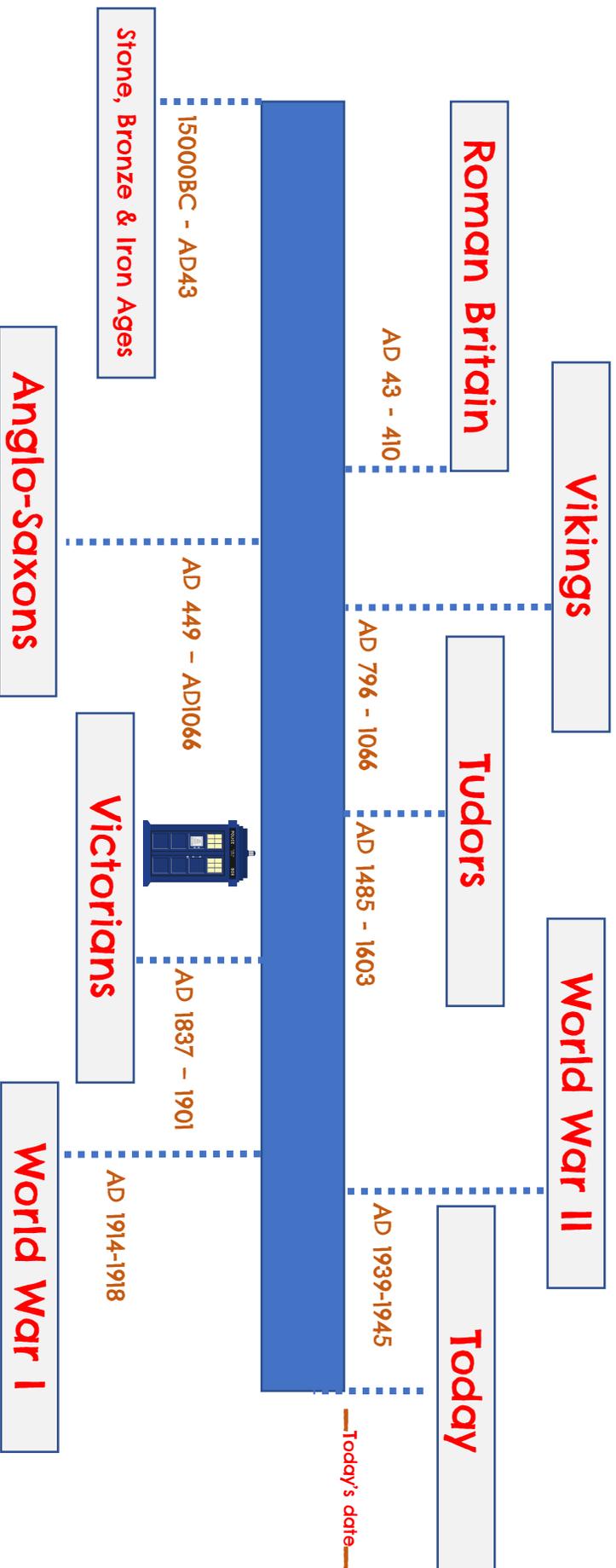
World War II	Tudors	Stone, Bronze & Iron Ages
Today	Roman Britain	Vikings
Victorians	World War I	Anglo-Saxons



Resource 1a (Answer sheet)

Travel back in time!

Cut out the cards and stick them in the correct place on the timeline. Then draw the Tardis over the Victorian period.



World War II	Tudors	Stone, Bronze & Iron Ages
Today	Roman Britain	Vikings
Victorians	World War I	Anglo-Saxons



Source 1



Image source: [Wikimedia Commons](#) / Public Domain

The Pinch of Poverty
Thomas Benjamin Kennington (1889)



Source 2

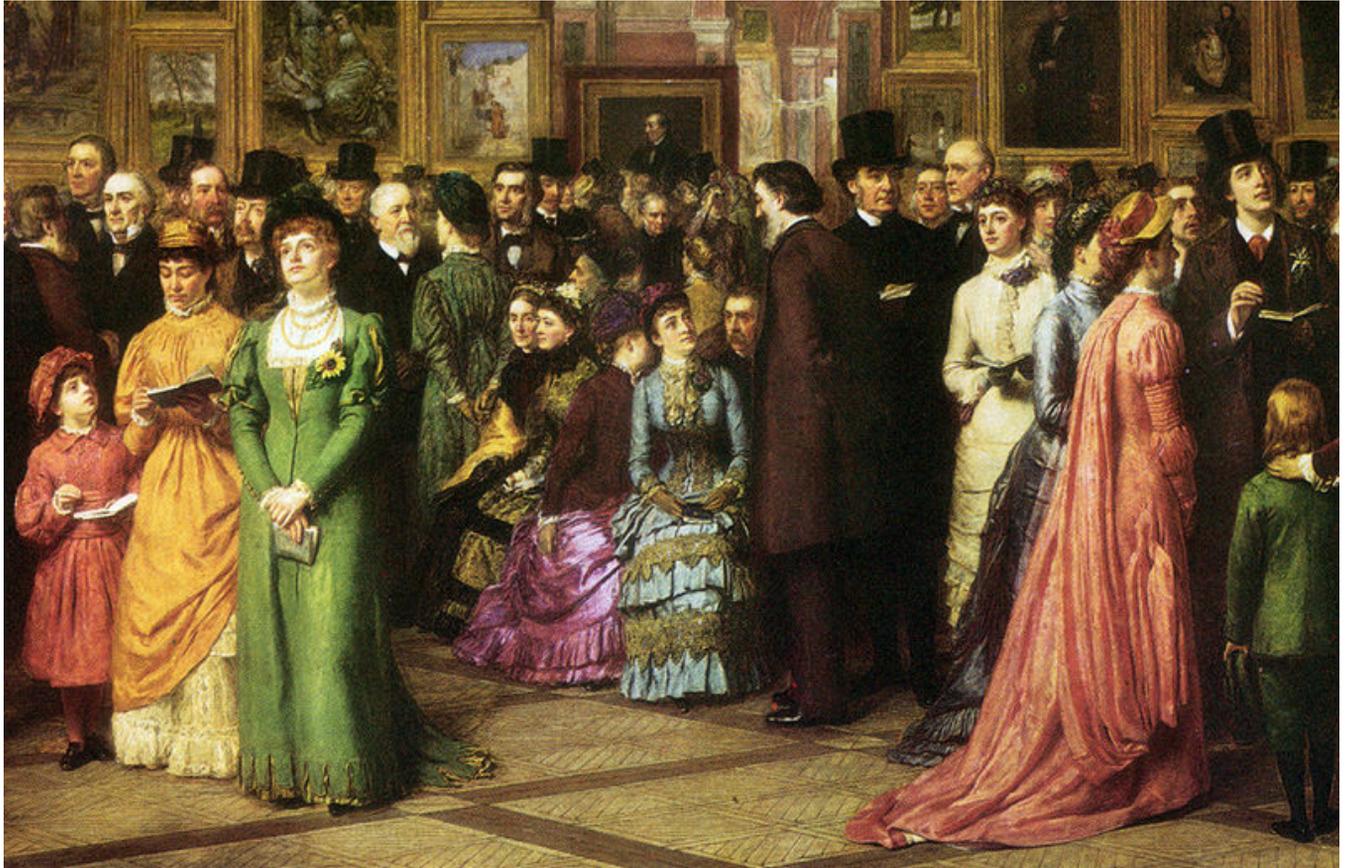


Image source: Wikimedia Commons / Public Domain

A Private View at the Royal Academy, 1881.
William Powell Frith (1883)

Source 3

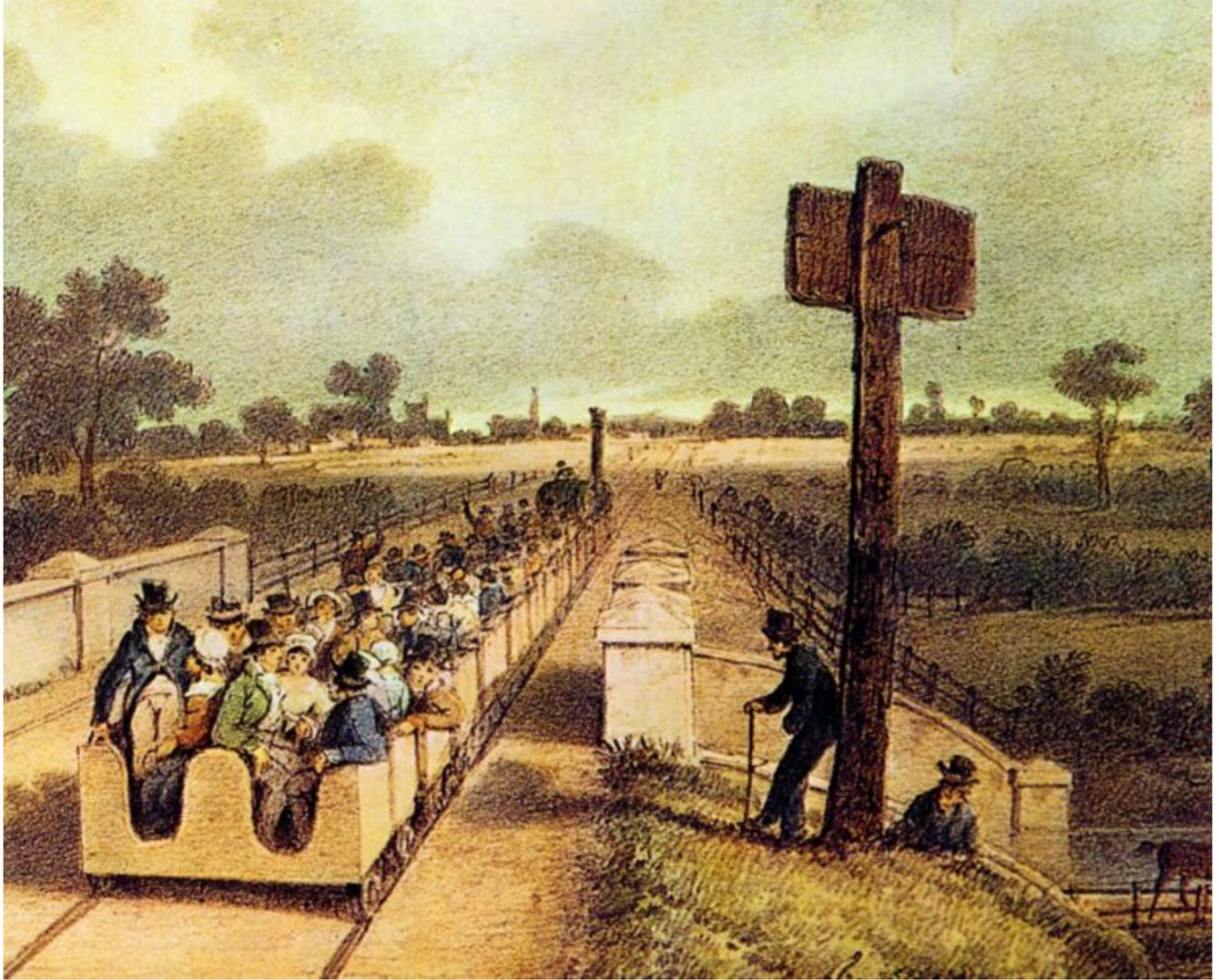


Image source: [Wikimedia Commons](#) / Public Domain

Inaugural journey of the Liverpool and Manchester Railway
A.B. Clayton (1830)



Source 4



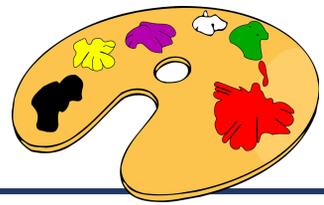
Image source: Wikimedia Commons / Public Domain

The Widower
Sir Luke Fildes (1875)



Resource 1c

Looking at Victorian Paintings



Name of Painting:	Artist: Year:
What can I deduce about Victorian life?	

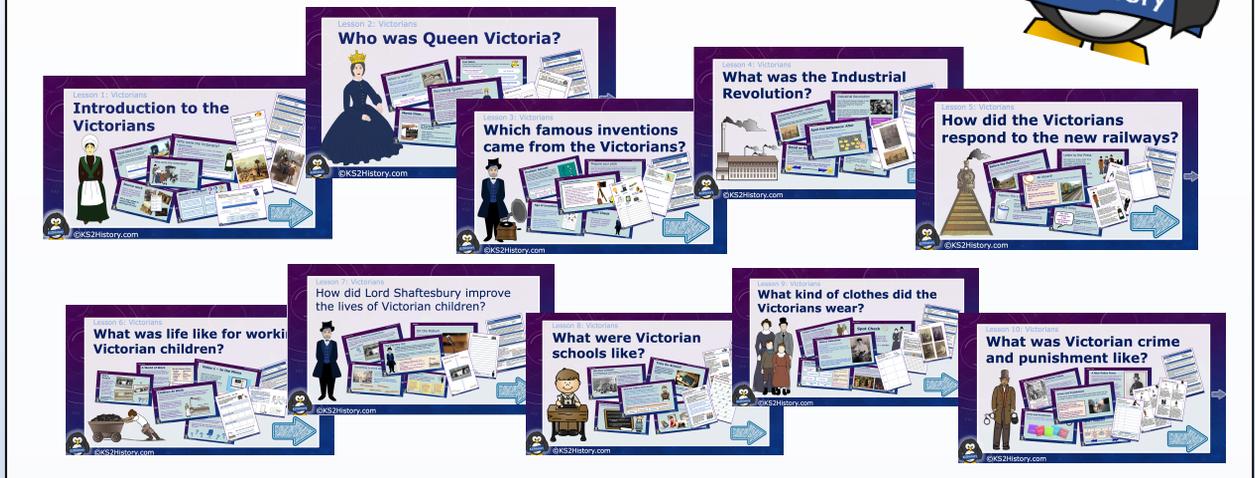
Name of Painting:	Artist: Year:
What can I deduce about Victorian life?	

Name of Painting:	Artist: Year:
What can I deduce about Victorian life?	

Name of Painting:	Artist: Year:
What can I deduce about Victorian life?	



Victorians: Download the full unit from [KS2History.com](https://www.ks2history.com) or [TES](https://www.tes.com)



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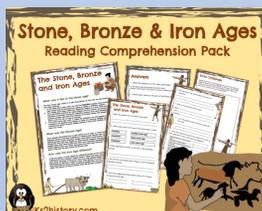
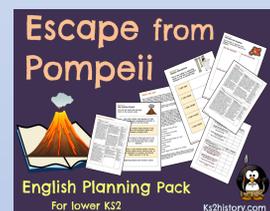
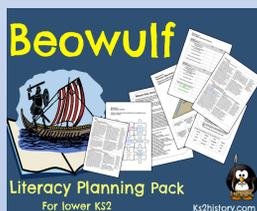


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