

Victorian Home

What was daily life like for people living in Victorian times?
The artifacts and worksheets in this box will help your pupils investigate Victorian Society and daily life and encourage them to compare past and present.

Loans box contents

- Candlestick
- Hair crimpers
- Ink well
- Nightshirt
- Skirt lifter
- Wick trimmer
- Shoe horn



Teachers' Notes

The artefacts and worksheets in this box will help your pupils investigate Victorian Society and daily working life and encourage them to compare past and present

Suitable for **Key Stage 1 – History**

Knowledge, skills and understanding

Chronological understanding

1. Pupils should be taught to:
 - a. place events and objects in chronological order
 - b. use common words and phrases relating to the passing of time (for example, before, after, a long time ago, past).

Knowledge and understanding of events, people and changes in the past

2. Pupils should be taught to:
 - b. identify differences between ways of life at different times.

Historical interpretation

3. Pupils should be taught to identify different ways in which the past is represented.

Historical enquiry

4. Pupils should be taught:
 - a. how to find out about the past from a range of sources of information (for example, stories, eye-witness accounts, pictures and photographs, artefacts, historic buildings and visits to museums, galleries and sites, the use of ICT-based sources)
 - b. to ask and answer questions about the past.

Organisation and communication

5. Pupils should be taught to select from their knowledge of history and communicate it in a variety of ways (for example, talking, writing, using ICT).

Breadth of study

6. During the key stage, pupils should be taught the knowledge, skills and understanding through the following areas of study:
 - a. changes in their own lives and the way of life of their family or others around them
 - b. the way of life of people in the more distant past who lived in the local area or elsewhere in Britain

Key Stage 2 – history

Victorian Britain

a. A study of the impact of significant individuals, events and changes in work and transport on the lives of men, women and children from different sections of society

Knowledge, skills and understanding

Chronological understanding

1. Pupils should be taught to:

a. place events, people and changes into correct periods of time

Knowledge and understanding of events, people and changes in the past

2. Pupils should be taught:

a. about characteristic features of the periods and societies studied, including the ideas, beliefs, attitudes and experiences of men, women and children in the past

d. to describe and make links between the main events, situations and changes within and across the different periods and societies studied.

Historical interpretation

3. Pupils should be taught to recognise that the past is represented and interpreted in different ways, and to give reasons for this.

Historical enquiry

4. Pupils should be taught:

a. how to find out about the events, people and changes studied from an appropriate range of sources of information, including ICT-based sources (for example, documents, printed sources, CD-ROMS, databases, pictures and photographs, music, artefacts, historic buildings and visits to museums, galleries and sites)

b. to ask and answer questions, and to select and record information relevant to the focus of the enquiry.

Organisation and communication

5. Pupils should be taught to:

a. recall, select and organise historical information

b. use dates and historical vocabulary to describe the periods studied

c. communicate their knowledge and understanding of history in a variety of ways (for example, drawing, writing, by using ICT).