

History Knowledge Organiser – Victorians

Important Information

In the history of the United Kingdom and the British Empire, the Victorian era was the period of Queen Victoria's reign, from 20 June 1837 until her death on 22 January 1901. The era followed the Georgian period and preceded the Edwardian period.

Key Vocabulary

Empire	An extensive group of states or countries ruled over by a single monarch, an oligarchy, or a sovereign state.
Era	A long and distinct period of history.
Monarch	A sovereign head of state, especially a king, queen, or emperor.
Expansion	The action of becoming larger or more extensive.
Engineer	A person who designs, builds, or maintains engines, machines, or structures.
Industrial Revolution	The Industrial Revolution was the transition to new manufacturing processes in Great Britain, continental Europe, and the United States, that occurred during the period from around 1760 to about 1820–1840.
Locomotive	A powered railway vehicle used for pulling trains.



The Victorians were some of the first people who used to go the seaside on their holidays. People thought the air was clean and refreshing beside the sea.

They would travel by train to their nearest seaside town to relax. Railways were being built right around Britain during the Victorian era. This meant that people could now travel quicker and cheaper.



Victoria (Alexandrina Victoria; 24 May 1819 – 22 January 1901) was Queen of the United Kingdom of Great Britain and Ireland from 20 June 1837 until her death in 1901. Her reign of 63 years and seven months was longer than that of any previous British monarch and is known as the Victorian era. It was a period of industrial, political, scientific, and military change within the United Kingdom, and was marked by a great expansion of the British Empire. In 1876, the British Parliament voted to grant her the additional title of Empress of India.

George Stephenson (9 June 1781 – 12 August 1848) was a British civil engineer and mechanical engineer. Renowned as the "Father of Railways", Stephenson was considered by the Victorians a great example of diligent application and thirst for improvement. Pioneered by Stephenson, rail transport was one of the most important technological inventions of the 19th century and a key component of the Industrial Revolution. Built by George's company Robert Stephenson and Company, the Locomotion No. 1 was the first steam locomotive to carry passengers on a public rail line, the Stockton and Darlington Railway in 1825.



The Ryhope Engines Museum is based on the Ryhope Pumping Station which was built in 1868 to supply water to the Sunderland area. The station ceased operation in 1967 - after 100 years of continuous use. The Museum is now regarded as one of the finest industrial monuments in the North East of England, and is in a Grade II (starred) listed building.

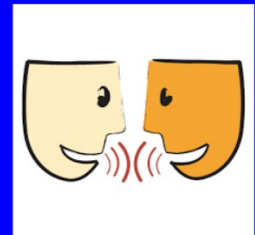
Set yourself a target! By the end of this topic, what do you want to achieve?

Did you achieve your target? Yes / No

What is history?

Why is it important to study this subject?

What history topics can you remember from previous years?



L.I: To place the Victorian era in a historical chronology

The Great Exhibition

The Industrial Revolution was a great time for innovation and invention. Thousands of new ideas and products flooded the market and changed the way that businesses worked forever. By the middle of the 19th century, there was widespread support for a way to showcase these great ideas.

In 1851, the Great Exhibition of the Works of Industry of All Nations (more commonly just called the Great Exhibition) became the place to visit to see the wonders of the age. It opened on the 1st of May and ran until the 15th of October. The exhibition was held in a brand new, state-of-the-art building nicknamed the Crystal Palace, which was built in just under 9 months. Designed as a giant glasshouse, the Crystal Palace was over 560m long and nearly 140m wide. The interior was decorated with tall statues and towering trees; partly to make it look beautiful but also to demonstrate man's accomplishment by containing nature.

Once the exhibition was over, the whole structure was dismantled and moved to a new site. It was this new position that gave Crystal Palace Football Club its name. The structure remained there until it was destroyed by fire in 1936.

One of the main forces behind bringing the exhibition to life was Queen Victoria's husband, Prince Albert. For the first time in a while, England was at peace, and there was no political upheaval. It seemed the perfect time to show Britain's fabulous industrial evolution to the world. In total, there were over 100,000 exhibits that stretched for over 10 miles. There were over 15,000 different contributors.

Because Britain was hosting the exhibition, half of the exhibition was taken up with British innovations from home and the far-flung countries of the Empire. One of the exhibits was an enormous steam-hammer that was so accurate that it could hammer out the main body of a ship or delicately crack an egg. Huge panes of stained glass cast coloured light over the upper floor. There was even a church pulpit which connected to the pews with a series of rubber tubes. This meant that deaf parishioners could hear sermons.

Other countries sent along equally impressive exhibits. Every nation wanted to show off its own success and wealth, and many of these exhibits were more boastful than innovative. Canada sent a fire engine decorated with scenes of the Canadian countryside. France exhibited tapestries, pottery and enamels. The United States of America sent a statuesque bald eagle with its spread wings

draped in the Stars and Stripes flag. It stood proudly over one of the largest organs in the hall. Chile simply sent a 50kg lump of gold!

However, there was one exhibit that really caught the public imagination. The Koh-i-Noor diamond (provided by India) was the largest in the world and said to be invaluable. Unfortunately, it hadn't been cut yet and failed to sparkle like cut diamonds do: most people left disappointed. Nevertheless, they queued for hours to see it. Once the stone had been cut and revealed its true beauty, it was added to the British Crown Jewels.

In just over 5 months, the Great Exhibition was visited by 6 million people and made a profit of £186,000 (equivalent to tens of millions of pounds today).



Inside the Great Exhibition

Answer the questions in your book.

Summarise what The Great Exhibition was.

When did The Great Exhibition begin?

Identify a word which means something has came from far away.

Were people impressed with the Koh-i-Noor diamond? Why?

Was the exhibition a success? What tells you this?

L.I: To identify key people who lived in the Victorian era

Use the iPads and textbooks to find information about the following people. In your books write their names (and underline them) and then write a paragraph or two tell me about why they were key people in the Victorian era.

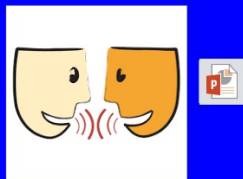


You will be given some historical events that happened during the Victorian era.

Can you and your table put them in the correct order? Explain why you think certain events / eras happened in the order you have placed them in.

We are now going to discuss the different events that happened during the Victorian era.

If anything is wrong on your timeline, put it in the correct place (you'll need this for later!)



Reflection

What BLPs have you used?



In this lesson I have been _____ and
I need more help with _____



In this lesson I have been _____ and
I am starting to understand _____



In this lesson I have been _____ and
I feel I understand _____

Fix-It Five

Edit, correct, answer!



- Spellings
- Punctuation
- Homophones
- Common exception words
- Red pen comments

What did we look at last lesson?

Why is it important to study key individuals?

What history topics can you remember from previous years?

Thursday 5th October 2023

L.I: To recognise that the Victorian era was an unsettled period in British history

An unsettled Victorian England

When the 18-year-old Victoria came to the throne in 1837, victories over Revolutionary and Napoleonic France had increased Britain's influence and standing abroad.

But there were intense pressures too. A rising population, rural unemployment, and migration to the towns, together with the horrendous conditions in which many people lived and worked, meant that the country's often archaic political system and ways of organising itself were coming under immense strain.



This conflict between a small, conservative state and the explosive forces of change unleashed by the Industrial Revolution, continued throughout Victoria's reign.

The 1840s, which saw years of poor harvests, were known as the Hungry Forties. Most catastrophic of all was the Irish Famine of 1845–9, during which well over a million people died and some two million emigrated. Initially caused by potato blight, the famine was exacerbated by the British government's laissez-faire policy of economic non-interference. It was particularly shocking that this could occur in a land governed by Britain, supposedly the most progressive and prosperous nation in the world.

Luxuries were not available to the millions of working poor, who toiled for long hours in mills (like Stott Park Bobbin Mill, Cumbria), mines, factories and docks. The dreadful working and living conditions of the early 19th century persisted in many areas until the end of the Victorian age. The dark shadow of the workhouse loomed over the unemployed and destitute.

By the 1880s and 1890s, however, most people were benefiting from cheaper imported food and other goods. New terraces of houses for the more prosperous working classes were increasingly connected to clean water, drains and even gas.

A series of Factory Acts from the 1830s onwards progressively limited the number of hours that women and children could be expected to work. Any attempts to organise labour, however, were banned by law until late in the century.

Georgian and Victorian Britain saw, arguably, more extraordinary intellectual progress than any previous age since ancient Greece. The advances achieved in science, technology, engineering and medicine were staggering. This was an age that changed the way human life was perceived. Great scientific leaps often resulted in a crisis of religious faith. Yet it was also an age that saw the greatest burst of church building and foundation of charitable institutions since the Middle Ages.

The empire over which the sun never set consisted not only of the colonies of conquest and settlement – with India the jewel in the imperial crown – but also of a vast informal empire of free trade, within which British investors and traders dominated foreign markets. By the 1880s, when Britain responded to international competition by scrambling for new colonies in Africa alongside its European rivals, imperialism had become a matter of national policy. In 1901 the British Empire extended over about one-fifth of the earth's land surface.

Answer the questions in your book.

- 1) Why were the 1840's known as the 'Hungry Forties'?
- 2) How did 'The Factory Acts' help workers in the 1830's?
- 3) Name three places the text identifies the 'working poor' may have worked at.
- 4) What does the word 'advances' show about the Victorian era?
- 5) Miss Nixon thinks the Victorian era lead to a great expansion of the British empire. Do you agree? Explain why.
- 6) Why do you think the title of this text is 'An Unsettled Victorian England'?

Let's recap the Victorian timeline we learnt all about last lesson!



What do you think the term 'unsettled' means?

Why do you think that it was an unsettled period of history?

In your books, explain the following terms and how they changed throughout the Victorian era - think about our timeline and which event linked to each of the four!

Empire

Monarchy

Social Change

Innovation

Reflection

What BLPs have you used?



In this lesson I have been _____ and
I need more help with _____



In this lesson I have been _____ and
I am starting to understand _____



In this lesson I have been _____ and
I feel I understand _____

What did we look at last lesson?

Why was Victorian England an 'unsettled' period of time?

What history topics can you remember from previous years?

L.I: To understand the expectations placed upon British men to fight in the army and the effects of war.

Victorian Britain was both the greatest power in the world and the least militarised, with a standing army far smaller and less influential in public life than those of France, Prussia, Austria or Russia. Its military shortcomings were starkly revealed by the disastrous Crimean War (1854–6) and Boer Wars (1880–81 and 1899–1902).

The Crimean War was fought between 1853 and 1856 and dramatically exposed the weakness of an army mainly led by amateur officers. It was fought in the Crimea, an area in the south of Russia at the time (now part of Ukraine). On one side were Britain, France, and Turkey, and on the other side was Russia. Britain, France and Turkey were concerned about Russia attempting to expand their empire and gain more power; subsequently, war was declared. In September 1854, an army of British, French, and Turkish soldiers landed on the [Crimean peninsula](#). Over the following two years, many battles were fought there. One major battle was over the Russian port of Sevastopol. The Russians finally abandoned Sevastopol in September 1855. They agreed to end the war after Austria threatened to join the war on the side of the other countries. In March 1856, they signed a peace treaty.



It has been estimated that at least 500,000 soldiers died in the Crimean War. So many soldiers died of disease (especially cholera) and neglect that the army was rendered largely ineffective. The British population, made aware of the disaster by the pioneering investigative journalism of The Times, were profoundly shocked. A particularly shocking event which took place was coined 'The Charge of the Light Brigade', which took place in 1854 during the Battle of Balaclava. More than 600 British cavalrymen (the Light Brigade) charged courageously into the ranks of Russians, who greatly outnumbered them. Some 40 percent of the brigade was killed.



Conditions for soldiers at home were scarcely better. In 1859, the Army Sanitary Commission condemned much of the existing military accommodation in England, like the barracks at Berwick-upon-Tweed, Northumberland, which lacked ventilation and washing facilities of any kind.

Reform proceeded slowly, but there were steady improvements in military technology, and the army reforms of 1879 introduced professional training. The officer class continued to be dominated by county families. Ties to the counties also remained strong through the realments and their bases. as at Carlisle Castle. Cumbria.

Answer the questions in your book.

1. Where was the Crimean War fought?
2. Who fought who in the Crimean War?
3. How many soldiers are estimated to have died in the Crimean War?
4. What percentage of soldiers are estimated to have died during the Charge of the Light Brigade?
5. What does it mean if the army was 'reformed'?
6. The British army was successful during Victoria's reign. Do you agree? Explain why.

In your books, complete a two-page spread on 'war time' in Victorian England, using the QR codes to help you (you can also use our reading!)

Remember, you are not just copying from the iPads. If you don't understand what's being said, you don't write it!

Your two-page spread may include:

- The Crimean War
- The Boer War(s)
- The Charge of the Light Brigade
- Conditions of the army
- Reform of the army
- The Indian Rebellion

Reflection

What BLPs have you used?



In this lesson I have been _____ and
I need more help with _____



In this lesson I have been _____ and
I am starting to understand _____



In this lesson I have been _____ and
I feel I understand _____

L.I: To develop an understanding of the working conditions for children and adults during Victorian times

L.I: To recognise the importance of the Factories Acts from 1833 onwards and their effect on working conditions

Underneath the date....write the below questions and predict what you think the answer is.

What do you think the Factories Act is?

Why do you think that this was important?

What did we look at last lesson?

Why is it important to study key events in history?

What made the Victorian era an unsettled period of time?

L.I: To develop an understanding of the working conditions for children and adults during Victorian times
L.I: To recognise the importance of the Factories Acts from 1833 onwards and their effect on working conditions

As the Industrial Revolution gathered pace thousands of factories sprang up all over the country. There were no laws relating to the running of factories as there had been no need for them before. As a result, dangerous machinery was used that could, and frequently did, cause serious injuries to workers. To add to these dangers, people were required to work incredibly long hours – often through the night. Perhaps one of the worst features of this new industrial age was the use of child labour. Very young children worked extremely long hours and could be severely punished for any mistakes. Arriving late for work could lead to a large fine and possibly a beating. Dozing at a machine could result in the accidental loss of a limb.

My Lord, in the case of Taylor, Ibbotson & Co. I took the evidence from the mouths of the boys themselves. They stated to me that they commenced working on Friday morning, the 27th of May last, at six A.M., and that, with the exception of meal hours and one hour at midnight extra, they did not cease working till four o'clock on Saturday evening, having been two days and a night thus engaged. Believing the case scarcely possible, I asked every boy the same questions, and from each received the same answers. I then went into the house to look at the time book, and, in the presence of one of the masters, referred to the cruelty of the case, and stated that I should certainly punish it with all the severity in my power. Mr. Rayner, the certificating surgeon of Bastile, was with me at the time.

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What was it like to be a factory worker in Victorian times?

We are going to hot seat as a child in the Victorian times who works in a factory. What questions might we ask them?



In your books, write the following:

Fertile Question

Why is the Victorian era so important?

Then answer the question, thinking about all that we have learned about topic. Don't forget to write about:

- Industrial Revolution
- Queen Victoria
- Technology - including steam and steam engines (and the need for these)
- Mining
- Child labour and the factory act.