

## Overview: 4 -5 weeks

- Children get an impression of how children lived in Victorian Britain, their living and working conditions.
- Children are immersed in the debates of the time surrounding child labour. Following teacher demonstrations and class discussion, children work collaboratively in groups to analyse historical text and pictures, looking at the purpose, the perspective, and devices used by the writer.
- Children interpret the texts and the information they find, sharing their research with the rest of the class. They respond using their research in a variety of ways, using it to form the content of different narratives, and using appropriate language and words.
- Children research contemporary and global issues of child labour. They bring their previous learning up to date by looking at global issues of children at work today, and reflect on how life has changed for some people but not for others. They identify and use a suitable method of writing to try and make a difference.

## Outcomes and Objectives for Key Skills and History at KS2

Children work independently and collaboratively to develop their literacy and historical knowledge and their ability in key curriculum areas. They become mini historians by analysing original historical texts to find out what life and work was like for children living in Victorian Britain.

### Children develop in the 6 key skill target areas.

<http://curriculum.qca.org.uk/key-stages-1-and-2/learning-across-the-curriculum/skillsacrossthenationalcurriculum/index.aspx>

**Communication:** speaking, listening, understanding and responding through written work, creativity and group discussion.

**Application of number:** applying calculation skills to help understand history and real-life situations.

**Information Technology:** Using different ICT tools to assist in research and presentation of information, and making appropriate decisions as to the suitability of using ICT for different tasks.

**Working with others:** Contributing to small group and whole class discussion in order to investigate and meet challenges; developing awareness of the feelings of different people.

**Improving own learning and performance:** Identifying the purpose of their learning and reflecting on the process.

**Problem solving:** Identifying, understanding and responding effectively to the challenges of solving a problem.

## Children develop their knowledge of History at Key Stage 2.

<http://curriculum.qca.org.uk/key-stages-1-and-2/subjects/history/keystage2/index.aspx>

**Chronological understanding:** pupils correctly place people and changes into periods of time.

**Knowledge and understanding of events, people and changes in the past:** Learning about characteristic features of the past, of different attitudes and experiences.

**Historical interpretation:** Pupils will see that the past can be represented and interpreted in different ways and from different sources.

**Historical enquiry:** A range of original sources copied from the library's collection will be used to find out about Victorian children, and pupils will ask questions of these sources to find information.

**Organisation and Communication:** Recall, select and communicate knowledge, through a variety of ways - writing, drawing, drama and ICT.

**Local History:** This resource is particularly useful for Salford, Manchester and North West based schools.

**Victorian Britain:** A study of a particular aspect of Victorian history- What was life like for children? Covering social changes, influential people and changes in work and lifestyle.

## Children develop across all Literacy Learning Objectives at KS2

<http://www.standards.dfes.gov.uk/primaryframework/strands/1054/1060/21514%2C21515%2C21516%2C21517%2C21518%2C21519%2C21520%2C21522%2C21523%2C21524%2C21526%2C21528>

The strand numbers are listed within the scheme of work, where they could be covered in the sessions.

### Literacy Strands for Yr 5

- Speaking
    - Tell a story using notes
    - Present a spoken argument - sequencing points
  - Listening and Responding
    - Identify formal / informal language
    - Analyse the use of persuasive language
  - Group Discussion and Interaction
    - Plan and manage a group task over time using different levels of planning
  - Drama
    - Explore how working in role helps to explore complex issues
  - Word structure and spelling
    - Unstressed vowels: un, ir, cian.
    - Spelling pattern groups
  - Understanding and interpreting texts
    - Make notes on and use evidence from across a text to explain events or ideas
    - Infer writers' perspectives, - what's implied
    - Explore how writers use language for comic or dramatic effects
  - Engaging with and responding to texts
    - See Reading AF 1-7
  - Creating and shaping texts
    - Adapt non narrative forms and styles to write fiction or factual texts, including poems
  - Text structure and organisation
    - Paragraphing
  - Sentence structure and punctuation
    - Adapt sentence construction to different text-types, purposes and readers
    - Punctuate sentences accurately, including using speech marks and apostrophes.
  - Presentation
    - Use different styles of handwriting for different purposes with a range of media, developing a consistent and personal legible style
- Select from a wide range of ICT programs to present text effectively and communicate information and ideas

### Literacy Strands for Yr 6

- Speaking
  - Use the techniques of dialogic talk to explore ideas, topics or issues
- Listening and Responding
  - Make notes when listening for a substantial period
  - Analyse and Evaluate how speakers present points effectively
  - Listen for Language variation in formal and informal contexts
  - Identify the ways spoken language varies according to difference in the context and purpose of its use.
- Group discussion and interaction
  - Consider examples of conflict and resolution exploring language used.
- Drama
  - Consider the overall impact of a live or recorded performance, identifying dramatic ways of conveying characters' ideas and building tension.
- Word structure and spelling
  - Use a range of appropriate strategies to edit, proofread and correct spelling in their own work, on paper and on screen
  - Employ a range of strategies to spell difficult and unfamiliar words
- Understanding and interpreting texts
  - Appraise text quickly, deciding on its' value, quality or usefulness.
  - Understand underlying themes, causes and points of view
  - Explore how word meanings change when used in a different context
  - Recognise rhetorical devices used to argue persuade, mislead and sway the reader.
- Engaging with and responding to texts

See Reading AF 1-7
- Creating and shaping texts ?
  - Use different narrative techniques to engage and entertain the reader
  - Select words and language drawing on their knowledge of literary features and formal and informal writing

## Prior Learning

Check that children already:

- Know generally when the Victorian times were and have an understanding of what the industrial revolution was.
- Have read or watched extracts from a text or performance from that period. (ie.dickens etc.)
- Identify and discuss the various features of a fictional text, including characters, settings, themes and dilemmas, the author's intentions, the structure and organisation of the text and the way language is used to create effects on the reader.
- Discuss their responses to a range of fictional and factual texts that they have read on paper or on screen.
- Interpret text to infer meanings or extract the important points.

Know how various communication modes, for example, visual images, can be used alongside text to assist in or independently tell a story.

## 10. Text structure and organisation

- Use paragraphs to achieve pace and emphasis

## 11. Sentence structure and punctuation

- Express subtle distinctions of meaning, including hypothesis, speculation and supposition, by constructing sentences in varied ways
- Use punctuation to clarify meaning in complex sentences

## 12. Presentation

- Use different styles of handwriting for different purposes with a range of media, developing a consistent and personal legible style

Select from a wide range of ICT programs to present text effectively and communicate information and ideas

### Phase 1 – approx 10 days

Children are introduced to the theme of the Victorians, -living and children's working conditions- using a variety of discussion texts and interviews. They read and analyse sections.

### Phase 1 Learning outcomes

Children are aware of the lives of children in 1800 – 1907.Children analyse historical text and pictures for evidence, and use their findings to support their writing. They plan, draft and write a recount and diary entry of their chosen child and workplace, using appropriate language and organisational features.

### Phase 2 – approx. 5 – 10 days

Children analyse and discuss all sides of the children at work evidence, -children, parents and employers. They compare and contrast text and pictures, and dramatised the work place from all sides.

### Phase 2 Learning outcomes

Children identify main points of view, and use these to develop strong characters that are hot seated.Children plan, draft and write a piece of persuasive text for a poster, and also identify a sympathetic side to their character when they write a journal entry that expresses a dilemma. They use appropriate language and organisational features.

### Phase 3 – approx 5 days

Children learn how the subject of children and work is still relevant today, bringing it up to date and placing it in a global context. Children analyse and discuss global issues of child labour, by looking at current newspaper articles and news items on the subject.

### Phase 3 Learning outcomes

Children can compare how life has changed between then and now and they plan, draft and write a newspaper article (or a script for a news item?) which identifies the comparisons. They consider how they can make a difference across the world, and plan, draft and write a letter to someone of importance. They use appropriate language and organisational features throughout.

Curriculum documents that support this learning resource

The following resources are to support the learning and teaching of Literacy and History

- Grammar for writing, Ref: 0107/2000, Year 6  
<http://www.standards.dfes.gov.uk/primary/publications/literacy/63317/>
- Key Skills embedded across the Primary Curriculum  
<http://curriculum.qca.org.uk/key-stages-1-and-2/learning-across-the-curriculum/skillsacrossthenationalcurriculum/index.aspx>
- National Curriculum History Guidelines for Key Stage 2  
<http://curriculum.qca.org.uk/key-stages-1-and-2/subjects/history/keystage2/index.aspx>
- National Curriculum Guidelines for English and Literacy  
<http://curriculum.qca.org.uk/key-stages-1-and-2/subjects/english/keystage2/index.aspx?return=/key-stages-1-and-2/subjects/english/index.aspx>
- Year 5 Literacy Planning Guidance notes  
<http://www.standards.dfes.gov.uk/primaryframework/literacy/planning/Year5>
- Year 5 Interpreting and Responding to texts writing targets
- [http://www.standards.dfes.gov.uk/primaryframework/pupil\\_writing\\_targets/1054/1076/21522%2C21523%2C21524/22098](http://www.standards.dfes.gov.uk/primaryframework/pupil_writing_targets/1054/1076/21522%2C21523%2C21524/22098)
- Year 6 Literacy Planning Guidance notes  
<http://www.standards.dfes.gov.uk/primaryframework/literacy/planning/Year6>
- Year 6 Interpreting and Responding to texts writing targets  
[http://www.standards.dfes.gov.uk/primaryframework/pupil\\_writing\\_targets/1054/1080/21522%2C21523%2C21524/22098](http://www.standards.dfes.gov.uk/primaryframework/pupil_writing_targets/1054/1080/21522%2C21523%2C21524/22098)
- CPD Materials for Literacy support  
<http://www.standards.dfes.gov.uk/primaryframework/cpd/literacy>
- <http://nationalstrategies.standards.dcsf.gov.uk/primary/primaryframework/literacyframework>
- NLS Y6 planning exemplification 2002-03: narrative writing unit  
[http://www.standards.dfes.gov.uk/primary/teachingresources/literacy/nls\\_units\\_of\\_work/404205/y6t12narrative\\_writing/nls\\_y6t1exunits075202narr1.pdf](http://www.standards.dfes.gov.uk/primary/teachingresources/literacy/nls_units_of_work/404205/y6t12narrative_writing/nls_y6t1exunits075202narr1.pdf) (PDF 191kb)
- National Literacy Strategy Year 6 planning exemplification booklet 3, Ref: 0135/2002, (on extended narrative writing)  
[http://www.standards.dfes.gov.uk/primary/publications/literacy/63393/nls\\_y6exunits013502book3.pdf](http://www.standards.dfes.gov.uk/primary/publications/literacy/63393/nls_y6exunits013502book3.pdf) (PDF 569kb) including Barrowquest electronic text  
[http://www.standards.dfes.gov.uk/primary/publications/literacy/63393/nls\\_y6exunits\\_bqword.doc](http://www.standards.dfes.gov.uk/primary/publications/literacy/63393/nls_y6exunits_bqword.doc) (MS WORD 127kb)
- Keys to learning in literacy and mathematics, Ref: 0360-2006, Writing Key Stage 2

NLS DVD Keys to learning: Literacy: multimodal writing

Use the Estimated time as guide only, some days you will want to spend longer on, and others you may want to avoid completely.

## PHASE 1

Immersion and comprehension of subject matter and original text- Approx 10 days

Estimated time and Literacy objectives	Session Description	Pack Resources Needed	Success Criteria (Revisit in plenary)
<b>Strands</b>			
1 – 2 days. 1, 2	Introduce the children to the subject of the Victorians and general overview of the time. Discuss the unit and create a Big Picture – what is to be learned.	(For Big Picture info see Supporting Resources) Mitchell and Kenyon films on You-Tube are an entertaining, unusual and original insight into Victorian Britain: <a href="http://www.youtube.com/view_play_list?p=F3E52E5E9162CCE1">http://www.youtube.com/view_play_list?p=F3E52E5E9162CCE1</a>	Children will have a general idea of the topic, and an idea of what is to come.
Day 2 2, 3, 7, 8,	Use the extracts within 'Discussion Texts' to help give a deeper overview of the topic. Demonstrate using a discussion text example, dissecting the text, answering the questions, and finding information. If there is time, then give pairs of children an extract to discuss.	Evidence Resources: Discussion Texts. White board and / or some printed to give out.	Children can skim, scan and locate specific information for presentation to a group.
Day 3 1, 3, 7, 8	Start in the same pairs again. Answer the questions given about each text. 2 pairs get together and discuss what they have found.  Whole class get together to share similarities and differences, and share what they have found.  Discuss the texts as a class; begin to develop an understanding of the social and working conditions of the time and the views of different people.	Evidence Resources: Discussion Texts, chosen by the teacher and printed to distribute.  Supporting Resources: Money Conversion Chart. (How much is that in today's money?)  Supporting Resources: Costs of Living in 1880 (How much a family need to spend each week on food and clothing?)	Children can individually and collectively respond to the text they were given, presenting their findings to the group.
Day 4 2, 8	Class read and drawing activity-stealing food from the Pigs. Read the extract and get the children to make notes of what they hear.  Draw a picture of what they imagine is happening.	Evidence Resources: Class Read, Extract from Life of Michael Armstrong. (Don't show the picture included in the text! That's for the next lesson).	Children create a picture that illustrates what they heard. They have used features that help the 'reader' to understand what is happening.
Day 5 9, 10, 11	Extended Writing: Write an extract to accompany the picture they have drawn, using descriptive language, choice of 3rd or 1st person narrative, using vocabulary fit for the purpose.  Show the picture from the Michael book, of the pigs and trough.	Evidence Resources: Class Read, Extract from Life of Michael Armstrong, picture included.	Children produce a piece of narrative that uses descriptive and emotive language to accompany their picture.
Evaluation and notes for next phase.			
Day 6 7, 8,	Introduce the focus of Children at Work.  Use the timeline. Go through the timeline, read, discuss and hang on a line in the classroom.  Or draw on big paper to make a class display as a visual reminder.	Supporting Resources: Timeline	The class creates a useful timeline, and the children can describe the events that happened during Victorian times, which relate to child labour.
Day 7 2, 3, 7, 8,	Shared Read: Oppositions to the Bill. (Guided reading / working for low ability children)  Come back together to discuss answers.	Evidence Resources: Class Read, Oppositions to the Bill. Could be divided up amongst tables or groups.	The children can describe child labour from the point of view of a factory owner.
Day 8 3, 7, 8	Using the Children's Interviews.  Quick shared look at text.  Distribute the interviews, 1 or 2 each, maybe in groups that share the same trade. Answer questions from the question bank or fill in the sheet for exploring the interviews. Share the answers in the groups.  Jigsaw information from each trade group to other groups. Compare and contrast the variety of answers around the room from different trades. (Ext. Annotate around the pictures –what can be seen as evidence?)	Evidence Resources: Interviews, printed.  Supporting Resources: Sheet for exploring Interview Questions, printed.	Children identify useful information within their text, and identify underlying causes and themes.  Children work collaboratively to share ideas and generate information that is distributed to the rest of the class.
Day 9 9, 10, 11	Bring up pictures of various children at work on IWB. Discuss what evidence can be seen in the pictures, ask the children for descriptive words and multi-sensory responses. What would it feel like to be in the picture, what would it smell like? etc.  Ask the children to remember the child's interview they were given. Write a recount / letter to another child. Who will their character be?	Evidence Resources: Pictures  Evidence Resources: Interviews  Refer to their completed Interview questions sheet.	Children can identify and use words that create mood and atmosphere.  Children can write a descriptive letter using appropriate language.
Day 10 9, 10, 11	Extended writing activity. Diary entry, ask the children to remember the social information that they learnt earlier in phase1. How can this information be used to help 'set the scene' in their diary entry?	Evidence Resources: Discussion Texts	Children select appropriate language and words, and create a narrative in response to the historical texts.
Evaluation and notes for next phase.			

## PHASE 2

**Text analysis, analytical writing (Approx. 5-10 Days)**

Estimated time and Literacy objectives	Whole-Class Shared Session	Pack Resources Needed	Success Criteria (Revisit in plenary)
<b>Strands</b>			
Day 11 7, 8	Comparing and contrasting pictures. What do the contents make you think of the subject? How can pictures be useful in helping us understand history? Use the IWB to spotlight on different bits of the picture, and analyse what might be happening before the whole picture can be seen. How do the pictures provide different points of view?	Evidence Resources: Pictures Supporting Resources: Examples of 'DIAL' questioning	The children can infer meaning from the images, and use emotive descriptive words to compare them.
Day 12-13 1, 3, 7, 8	Pick 2 extracts of text from the Discussion texts or Interviews from the previous weeks, making sure they demonstrate opposite points of view. Ask questions of the text, the structure and the choice of language. Analyse and discuss how the writers try to persuade the reader. This could even become a debate.	Evidence Resources: Discussion Texts Evidence Resources: Interviews	The children will be able to make comparisons between the texts and analyse how the writers are trying to persuade the reader.
Day 13-14 1, 2, 4, 7	Each child or pair is given a point of view from the texts examined over the previous weeks. (Child, Parent, School Master, Factory Owner) What makes a good character? Use the hot seating framework questions to form a character, ensuring a range of perspectives across the classroom. Hot seating activity with different characters and view points.	Evidence Resources: Discussion Texts Evidence Resources: Interviews Supporting Resources: Hot Seating character framework	Children can create a strong believable character, and use it to debate from a point of view.
Day 14-15 9, 10, 11, 12	Persuasive Texts: Examine what writers do to persuade the reader. Show / analyse examples of posters from the supporting resources pack.  Develop a persuasive poster from the point of view of a character on the issue of Victorian Child Labour, -should children go to work?	Refer to Hot Seated Character Supporting Resources: Examples of Persuasive Posters.	Children use appropriate persuasive language in a factual way to create a poster.
Day 15-16 9, 10, 11,	Diary or journal entry that expresses a dilemma from the point of view of the chosen character. Eg: A mother who sends her child to work because she needs the money. But she knows her child should be in school, what should she do?  Homework: Get children to ask their parents about their work. What their hours are, their lunch breaks, and do children work there?	Evidence Resources: Discussion Texts Evidence Resources: Interviews	Children can identify a dilemma that their character has, and use appropriate language to express it in a diary or journal entry.
2-3 days extra 7, 8, 9, 10, 11, 12	Additional Activities: Poetry. Use the poems provided in the Evidence Resources to introduce poetry into the scheme. The poems can be analysed for different poetic structure and techniques. Phase 2's evidence and research can be used to form the content of creating poems inspired by those provided.		
Evaluation and notes for next phase.			

### PHASE 3

How is the subject relevant today? (Approx. 5 days)

Estimated time and Literacy objectives	Whole-Class Shared Session	Pack Resources Needed	Success Criteria (Revisit in plenary)
<b>Strands</b>			
Day 16 - 17 7, 8, 9, 10, 11, 12	Dr Barnardo: Biographies Class read: Extract from Dr Barnardo. (His first encounter when he decides to help homeless and poor children). Children research the main events of Dr Barnardo's life. Birth, family, achievements etc. Children look at the technical features of a biography, and write one for Dr Barnardo. ICT could be used as a research and / or presentation tool. (Powerpoint etc.)	Evidence Resources: Extract from Dr Barnardo For further information relating to the life and history of Dr Barnardo: <a href="http://www.barnardos.org.uk/who_we_are/history.htm">http://www.barnardos.org.uk/who_we_are/history.htm</a>	Children read about Dr Barnardo and his impact. They create a biography using appropriate features.
Day 17 - 18 1, 3, 4	Re-look at the timeline. What's changed since then? Do children still work? Class discussion. Small group activity: Create a 10 minute compare / contrast drama sketch, about what has changed in the workplace, then and now.	Supporting Resources: Timeline	Children create an entertaining piece of work based on all their research. They explore how a performance can help bring all their ideas together.
Day 18 7, 8, 9	Child Labour today: Research and analyse recent information available about child labour abroad, and explore what can be done.	Supporting Resources: Recent News Articles. (BBC Newsround and The Guardian.) <a href="http://news.bbc.co.uk/cbbcnews/default.stm">http://news.bbc.co.uk/cbbcnews/default.stm</a> <a href="http://browse.guardian.co.uk/search">http://browse.guardian.co.uk/search</a> Government press release: <a href="http://www.dfid.gov.uk/news/files/pressreleases/ethical-pest.asp">http://www.dfid.gov.uk/news/files/pressreleases/ethical-pest.asp</a>	Children analyse news articles and identify the features used. Children think broadly and critically about the subject of child labour today, and consider what life may be like for children in other countries today.
Day 19 9, 10, 11, 12	Create a newspaper article or news bulletin that compares Victorian child labour to current child labour abroad.	Supporting Resources: Recent News Articles. (BBC Newsround and The Guardian.)	Children create a news report that is either paper based or read as a news item. They use appropriate features.
Day 20 9, 10, 11, 12	Write a letter to someone important (Foreign Minister, Prime Minister, the Queen!) Send the letters and wait for a response!	<a href="http://www.fairtrade.org.uk/schools/default.aspx">http://www.fairtrade.org.uk/schools/default.aspx</a> Fairtrade	Children write a letter and understand that they can make a difference to the lives of others by the informed choices that they make.

© This resource is copyright of the Working Class Movement Library 2009. All material used within it is available for view within the Library's collection in Salford.

This resource is free for teachers to download and reproduce for use within a school, but it must not be partly or wholly reproduced for sale or for any other use.

Working Class Movement Library, 51 The Crescent, Salford, M5 4WX, [www.wcml.org.uk](http://www.wcml.org.uk).

Tel: 0161 736 3601.

Email: [enquiries@wcml.org.uk](mailto:enquiries@wcml.org.uk)

### Acknowledgements

This resource was produced as a result of a partnership between staff and volunteers at the Working Class Movement Library and Cathedral School of St Peter and St John, Salford. With special thanks to Diane Hanley for her commitment and expertise and other Salford schools for their help and advice.

The resource was originated by Caroline Hunt; design and layout was created by Mike Carter, [www.mikesplace.org.uk](http://www.mikesplace.org.uk).

