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| **Make a Victorian Timeline** | | |
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| Producing a timeline of key events that took place during the Victorian era | | |
| **Subject(s):** Design and Technology, Engineering, History  **Approx timings:** 45-70 minutes |  | **Key words / Topics:**   * engineering * historical figures * kings and queens * social issues * technological inventions * timeline of events * Victorian era |
| **Stay safe**  Whether you are a scientist researching a new medicine or an engineer solving climate change, safety always comes first. An adult must always be around and supervising when doing this activity. You are responsible for:    • ensuring that any equipment used for this activity is in good working condition  • behaving sensibly and following any safety instructions so as not to hurt or injure yourself or others    Please note that in the absence of any negligence or other breach of duty by us, this activity is carried out at your own risk. It is important to take extra care at the stages marked with this symbol: ⚠ | | |
| **Suggested Learning Outcomes** |  |  |
| * To be able to produce a timeline of key events that occurred during the Victorian era. * To understand how the Victorian era shaped engineering and society today. | | |
| **Introduction** |  |  |
| This is one of a set of resources developed to support the teaching of the primary national curriculum. This resource was inspired by the theme of the Victorians. It supports the teaching of design and technology in context by looking at the key events that defined the Victorian era, and how they have influenced engineering developments and society today. | | |
| **Purpose of this activity**  In this activity learners will learn about the Victorian era and the changes to how people lived and worked during this time. They will then produce a timeline of key events that occurred from when Queen Victoria was born to when she died. For example, the opening of the London Underground and the development of the first national police force.  This activity could be used as a main lesson activity to teach learners about the influence of historical events on engineering and society as a whole. It could also be used as part of a wider scheme of learning focussing on the history of design, technology and engineering, alongside other Victorian themed IET resources. | | |
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| **Activities** |  | **Teacher notes** |
| **Introduction (5-10 minutes)**  Teacher to introduce the aim of the project and the theme of the Victorians.  Teacher to use presentation slide 3 to briefly discuss what the Victorian era was, when it occurred and why it was such an important period of time.  **Victorian timeline (30-45 minutes)**  Ask learners to produce a timeline of key events that occurred during the Victorian era.  This could include:   * The abolition of slavery - 1838 * The Public Health Act - 1848 * The Great Exhibition - 1851 * The development of a national police force - 1856 * The opening of the London Underground - 1863 * The first telephone call - 1876   They could also add pictures to make the timeline more engaging to look at.  **Effects of the Victorian era (10-15 minutes)**  Learners to write a short summary of one way in which the Victorian era has influenced modern engineering and/or society as whole.  They must limit this to a social media post of one paragraph. |  | **Introduction**  Teacher could ask learners to write down five things that that they already know about the Victorians and/or the Victorian era.  The Victorian era is sometimes also defined as being between around 1820 and 1914, based on the defining characteristics of society at the time, rather than the exact dates of Queen Victoria’s reign as monarch. Either definition, or a mixture of the two, is historically accurate to use.  **Creating the timeline**  To support weaker learners the teacher could give them a list of events to include – these are also included on the Victorian timeline template for lower ability learners (presentation slide 5). The events are not in the right order and need to be rearranged before placing on the timeline.  Slide 6 gives a template for higher ability learners without the dates included.  An example of a completed timeline is included at the end of the presentation for teacher reference. |
| **Differentiation** |  | **Teacher notes** |
| **Basic** |  | **Extension** |
| * Provide a list of key events for completing the Victorian timeline and the dates on which they occurred. * Use the template with the key events already listed but in the wrong order – learners then only need to place them at the correct point on the timeline. |  | * IET Victorian themed activity – Making a Pinhole Camera * Produce timelines for other key periods in the history of the United Kingdom. E.g. the Elizabethan era, the Georgian era. * Produce a class display of different technological innovations and inventions that occurred during the Victorian era, and how they have influenced technology today. |

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| **Resources** |  | | **Required files** icon-docicon-pdficon-ppt |
| * Pens and pencils * Ruler |  | | icon-ppt Primary Presentation – Victorian Timeline  icon-pdf Victorian Timeline Template |
| **Additional websites** |  | |  |
| * **Britannica – Victorian era:** <https://www.britannica.com/event/Victorian-era> * **English Heritage – 7 ingenious Victorian inventions:** <https://www.english-heritage.org.uk/visit/inspire-me/victorian-inventions/> * **Royal Museums Greenwich – What happened during the Victorian era?:** <https://www.rmg.co.uk/stories/topics/what-happened-during-victorian-era> | | | |
| **Supporting starter and plenary ideas** |  | |  |
| **Starters** (Options)   * IET Victorian themed activities – Victorian Engineering Research and Light Bulb Experiment. * Use a mind map or spider chart to brainstorm the important facts about how Victorian people lived. * Write down five things already known about the Victorians and five things the learner would like to learn from the activity. * Mix and match card game matching different Victorian engineering inventions to their names. * True or false quiz – what facts about the Victorians are true and which are not true. E.g. television was invented during the Victorian era – false – this happened in 1927. | | **Plenary**   * Produce a word puzzle using key words from the activity. E.g. wordsearch or crossword. * CLOZE/missing word questions to assess knowledge gained in the activity. * Anagrams and picture quizzes. E.g. identifying images of different Victorian inventions or technologies. | |

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| **The Engineering Context** |
| * Understanding about the history of engineering and design helps engineers to learn from past successes and mistakes. For example, learning about early photography or electric lighting helps us to understand the science behind these ideas and how this can be used and developed to make better products in future. |

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| **Curriculum links** | |
| **England: National Curriculum**  Design & Technology KS2   * use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups   History KS2   * the changing power of monarchs using case studies such as John, Anne and Victoria | **Northern Ireland Curriculum**  Language and Literacy KS2   * write for a variety of purposes and audiences, selecting, planning and using appropriate style and form   The World Around us KS2   * interdependence of people and the environment and how this has been accelerated over time by advances in transport and communications * the effect of people on the natural and built environment over time * change over time in places * positive and negative effects of natural and human events upon a place over time * the effects of positive and negative changes globally and how we contribute to some of these changes |
| **Scotland: Curriculum for Excellence**  Technologies   * TCH 2-05a | **Wales: National Curriculum**  Humanities   * I can collect and record information from given sources * I can recognise the difference between facts and beliefs * I can present what I have discovered in a variety of ways and draw simple conclusions * I can recognise similarities and differences between people’s lives, both in the past and present   Languages, Literacy and Communication   * I can find and use information from different materials that I read |

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| **Assessment opportunities** | | |
| * Formal teacher assessment of completed timelines. * Self/peer assessment of completed timelines. | | |
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