

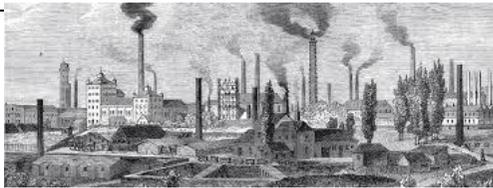
## Knowledge Organiser: Year 6 term 1- Victoria's Steel City

- Focus on Yorkshire/ Sheffield

- Cover formation of the British Empire

### Overview

The Victorian era was the time when Queen Victoria was on the throne. It lasted from 1837 until 1901. It was a time of huge change in Britain. The introduction of steam power revolutionised transport, factories, and farming, leading to the industrial revolution. In the Victorian era there was a huge difference between the lives of the rich and poor. Because of the worsening living conditions experienced by the poor, there was a push by some people to change this. This led to social reforms and improvements in a number of areas including policing, education/schools, healthcare and housing.



### Links to other years

#### What came before...

**Year 5, Tudors- with focus on Britain's part in slave Trade.** This provides children with a comparison point for the British Empire and reference to slave trade during the Victorian period.

#### What's coming up...

**Year 6 Term 2, WWII and The Battle of Britain.** This includes a focus on British Empire soldiers who fought for Britain.

### Glossary

#### Empire

A group of countries ruled by one Monarch.

#### Factory

A place where goods are manufactured.

#### Industrial Revolution

The rapid development of industry that took place during the late 1700s and early 1800s, brought about the introduction of machinery.

#### Industry

Large-scale process of producing goods for sale.

#### Philanthropic

Promoting the welfare of others.

#### Sanitation

Conditions relating to public health such as access to clean drinking water and adequate sewage systems.

#### Social Reform

Aim to make changes or improvements to society.

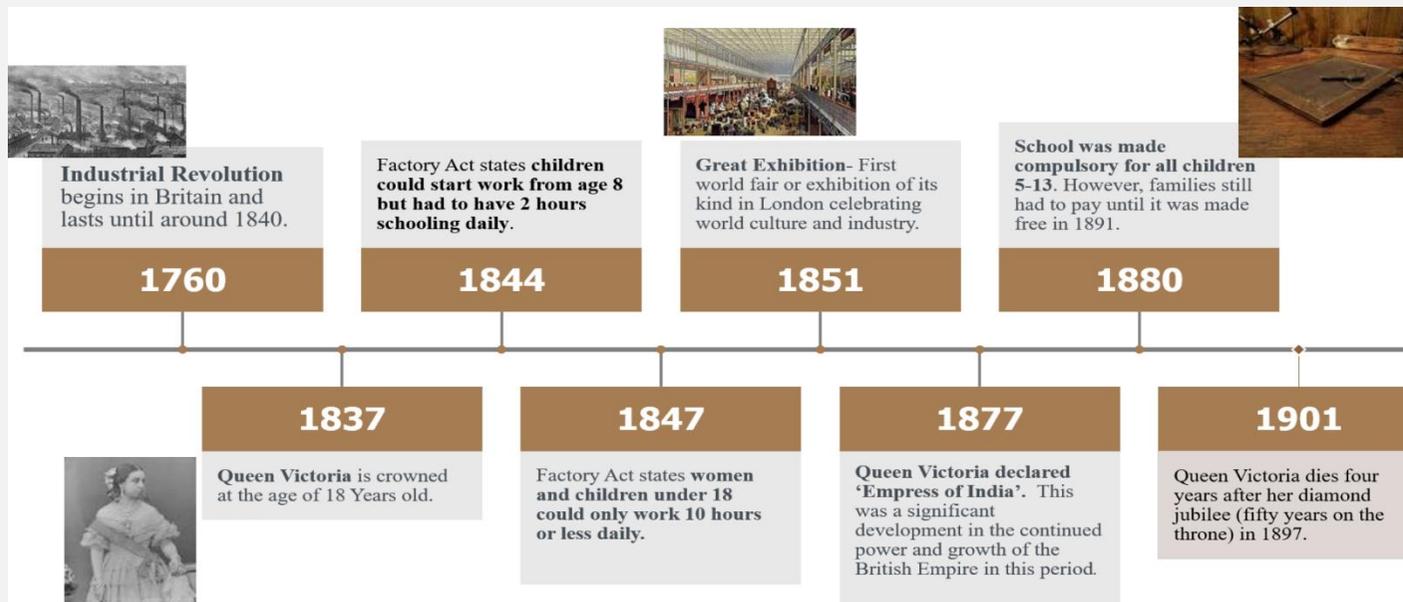
#### Victorian

A time relating to the reign of Queen Victoria.

#### Workhouse

A place where poor people lived and worked, usually in terrible conditions.

### Timeline



<u>History Themes and Curriculum Drivers</u>	<u>What Children Should Learn</u>
<p><b>Conflict and Culture:</b></p> <p><b>Culture-</b> beliefs, home life, occupations, education, rich and poor, exploration</p>	<p><b>Rich and Poor</b></p> <p>Children should know the differences between the rich and poor people in society and understand how this impacted their daily lives</p> <p><b><u>Lives and experiences of rich families/ individuals</u></b></p> <p><b>Household/ Home:</b></p> <ul style="list-style-type: none"> <li>- Lived in oversized houses with lots of extra space for social events. Houses were often away from crowded city centres and included rooms such as; a parlour, drawing room, a lavatory and a nursery.</li> <li>- The household would be made up of a Master and Mistress as well as a number of their own personal staff and servants including, a butler, housekeeper, footman, maids, governess and a nanny.</li> <li>- Outside they would have large, beautiful gardens with lots of flowers</li> <li>- Large disposable incomes allowed them purchase luxury items such as toys for the nurse (toy soldiers, porcelain dolls, rocking horse) and ornaments to decorate the house.</li> <li>- Started using electricity at home and listening to gramophones</li> </ul> <p><b>Fashion:</b></p> <ul style="list-style-type: none"> <li>- Rich men and women would keep up with the latest fashions- it was a sign you were wealthy and important.</li> <li>- Men would wear suits, waistcoats and top hats</li> <li>- Women would wear long dresses with hoops or petticoats- they had to keep their ankles covered or it was seen as inappropriate!</li> </ul> <p><b>Food:</b></p> <ul style="list-style-type: none"> <li>- Breakfast would include luxury foods like ham, eggs, bacon and fish</li> <li>- Rich Victorians were also able to eat lunch and afternoon tea.</li> <li>- Dinner was often made up of many courses including soup, fish, meat, vegetables and cake.</li> </ul>

**Work:**

- Rich men/ Masters worked as doctors, lawyers, bankers or owners of factories where they paid their workers very little money.
- Wives/ Mother didn't work and spent much of their days socialising with friends and relatives

**Other:**

- Steam trains meant the rich could enjoy more holidays at the seaside in places like Blackpool

**Lives and experiences of poor families****Household**

- Poor families often lived in cramped conditions in overcrowded and dirty city centres
- Lived in back to back terrace house with little or no outdoor space
- Extended families would live in one house and often multiple family members would have to sleep in 1 small room.
- Sewage trickled down the street outside of their homes.

**Fashion/ clothing:**

- Clothes were often badly fitted, dirty or worn out. They were made to last a long time rather than be luxurious.

**Food**

- Most of the family income would be spent on food, yet this was not enough to provide an adequate diet- many poor children died of malnutrition.
- They mostly ate bread, milk, cheese and potatoes. If they were lucky, they could afford a small piece of meat once a week.

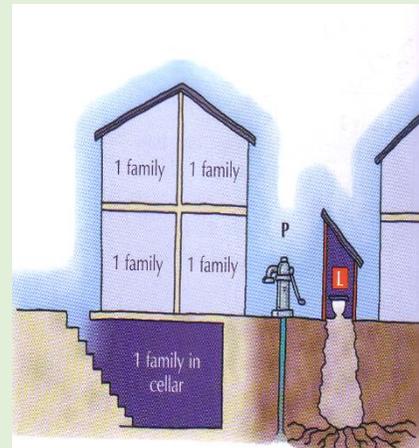
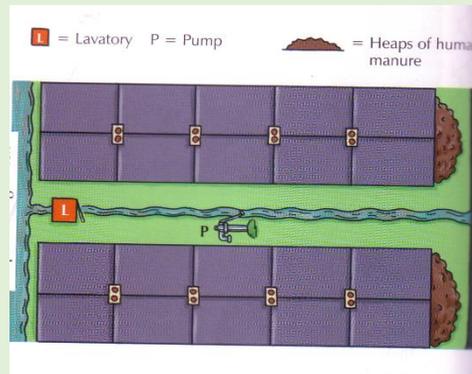
**Work:**

- Every family member had to work as hard as possible to earn money to survive
- Jobs included factory work and mining which were very low paid and often dangerous
- Even children worked in mines and sweeping chimneys.

- Poor people, including children, with no job or house would be sent to a workhouse where they worked in poor conditions doing difficult jobs to survive.

**Children should learn about the poor living conditions of a local town/city such as Sheffield:**

- Sheffield's population grew from 12,000 in 1750 to 150,000 in 1851 creating overcrowded, dirty living conditions.
- Sheffield was typical in that the poor lived in back to back houses with a family often living in the cellar. A single lavatory for all houses was used on a street. Streets were dirty and unsanitary- this often led to outbreaks of diseases like cholera:



**"Dirty Sheffield"**

because.....

"Black Smoke blocks out sun,  
Sparkling streams enter the town,  
But soon get filthy, because....  
Full of rubbish, clogged with dirt e.g. methane, because....  
And bubbling with rotten, foul, smelling gases,  
This is perhaps the most hideous town in creation".

**Charles Reade, 1850**

**Conflict and Culture**  
**Conflict- Wars**

**Social Reforms**

Children should know of the social reforms and progress made in the Victorian era; they should recognise that these were made due to the worsening conditions and experiences of the poor.

**Crime and policing:**

- New prisons were built and the first police force was formed in 1829 to help reduce crime

**Culture- beliefs, home life, occupations, education, rich and poor, explorations.**

**Education/ schooling:**

- In 1880, it became law that all children between 5 and 13 must attend school- this became free in 1891.
- For the first time, poor children received education in a formal classroom

**Healthcare/ science:**

- Improved sanitary in city hospitals
- Safer surgery and treatments
- Doctors began to understand that dirt and germs make you ill, therefore streets were cleaned and sanitary conditions were improved in large cities.

**Work:**

- 1844 – Factory Act states children could start work from age 8 but had to have 2 hours schooling daily.
- 1847 – Factory Act states women and children under 18 could only work 10 hours or less daily.
- 1867- All factory workers limited to 10 hours work daily.

**Other:**

- Social housing improved and increased in numbers.

**Influence and Impact**

**Industrial Revolution 1760-1900- Focus on Yorkshire/ Sheffield**

The industrial revolution was a time of great progress when machines began to do the work done by hand. People in Britain began to make money from what they made not what they grew. The amount of factories and mills increased, full of new machines which produced more goods than ever before. The invention of the steam engine meant coal had to be mined in large quantities. Large populations of the country began moving to the city from farming communities to find work. The Industrial Revolution occurred because people realised they could use coal and steam to power large machines. These new machines reduced the length of time it took to make something and increased the amount that could be made.

### **Inventions –Key inventions transformed industry and led to the revolution:**

- **Steam engine:** The steam engine sparked the industrial revolution. The use of steam engines meant factories and mills could be built anywhere, producing goods on a large scale. They were also used to power trains which improved the transport of goods across Britain.

**Other Inventions:** the first transatlantic steamship – Isambard Kingdom Brunel (1837), the first sewing machine – Isaac Singer (1851), the use of antiseptic – Joseph Lister (1867), the first telephone call – Alexander Graham Bell (1876), the incandescent light bulb – Thomas Edison (1878), the first motor car – Karl Benz (1885) and the first disposable razor – King Camp Gillette (1901).

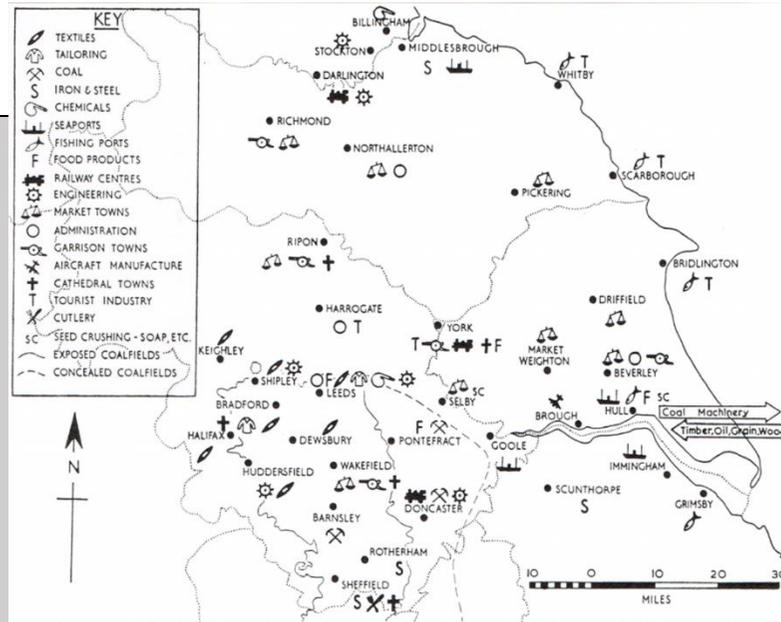
### **Transport:**

The development of roads, railways (including steam powered locomotives) and canals helped to link towns and boosted trade as goods, such as produce, textiles and coal, were transported across the country quickly and cheaply. This, in turn, helped industry to grow across the country.

**Note:** Children should learn and connect how the industrial revolution lead to difficult and dangerous working conditions and dirty, overcrowded living conditions in cities, as mentioned above.

### **Local Industrial Revolution- Sheffield/ Yorkshire**

Yorkshire was one of the main industrial areas in the country during the industrial revolution. This was largely due to its natural coal supply which covered over 3,000 square miles. This provided mining jobs and also supplied factories and machinery in large Yorkshire cities. The popular woollen textile industry in Yorkshire also grew significantly during the industrial revolution through the development of the steam engine.



## Sheffield

### Sheffield's Industry

- Sheffield's industry largely focused on steel- today it is still know as 'The Steel City'
- Famous for making cutlery and became the biggest producer of cutlery outside of London during the industrial revolution
- From 1840's the development of new railways in Yorkshire provided new opportunities for Sheffield to produce steel products to help with their construction
- By 1860, Sheffield had built a strong reputation in its steelworks and was now producing armaments for Britain and the Empire.
- However, workers would have to work for long hours in dirty, unpleasant conditions. Many workers would suffer from back and chest pains as they would spend hours working bent over. Many men who worked in the factories had a short life expectancies from breathing in metal dust particles.

### Why did Sheffield's industry boom during the revolution?

- Sheffield was surrounded by a natural supply of coal in Yorkshire which was vital in powering machines and steam power in its factories and mills.

- Good transport links including canals and rivers such as the River Don to transport goods. Sheffield canal opened in 1819 and allowed the large scale transport of freight. Train links and roads also improved.
- Sheffield already had factories and mills in operation powered by water from one of its many rivers, but the introduction of the steam engine allowed more factories to be built away from water.

Note: Children should make links with Industrial revolution in Sheffield and poor living conditions poor people faced in the city as mentioned above. For example, living conditions in the city became cramped and dirty largely due the increase in population that came with increased industry.

**People and politics:**

**People- Significant individuals, the civilisation as a whole, settlements, immigration and emigration**

**Significant individuals who influenced reform**

Many significant individuals became concerned about the worsening conditions of poor people during the industrial revolution, so they decided to do something about it. They are well known for their philanthropic work and influence on social reform:

- **Sir Robert Peel, Prime Minister**- Peel generally championed social reform. He reformed crime and punishment by forming the first police force in 1829
- **Octavia Hill**- She was a key force behind the building of social housing for the poor. By 1874 she has creating social housing for 3,000 poor people in Britain.
- **Dr John Barnardo**- Concerned with the living conditions and plight of children in urban Victorian Britain- especially Orphans. He developed Barnados which provided housing homes for orphans and by the time he died in in 1867, nearly 60,000 children had been taken in by Barnardos.

- **Charles Dickens**- He highlighted the horrors of poverty and plight of children through his writing and novels. These included books such as 'Oliver Twist'.

## Rule and Rulers

### Formation of the British Empire

When Queen Victoria came to the throne in 1837, Britain already governed Canada, large areas of Australia, New Zealand, and small parts of South America and Africa. From the 1870s Britain and Queen Victoria set out to gain new overseas territories, particularly in Africa and India. These countries formed the British Empire. By 1901, the British Empire was the largest the world had ever seen and Queen Victoria was head of nearly a quarter of the world's people.

### Why did Britain increase the size of its empire under Queen Victoria?

The empire was vital for trade and during the reign of Queen Victoria, at the height of the British Empire, British ports were full with ships arriving from far and wide carrying the goods that were processed and sold making Britain a wealthy nation. For example, from the Australian colonies, Britain was able to make large profits from trading in gold and wool. And from India, Britain was able to trade in tea and steal from its colony in India. The Great Exhibition of 1851, the very first World's Fair, was a celebration of the diversity and richness of the Empire.

### Was the British Empire all that Great?

There were many negative effects of the British Empire, especially on the native people in the countries they colonised:

- **Disease** - The British brought with them new diseases to the faraway colonies, killing lots and lots of people as they are unused to it
- **Theft** - The Empire just took the land and resources from the colonies, leading to the near-extinction of many indigenous tribes, such as the Aborigines
- **Slavery** - African slaves were taken to America to be sold
- **Culture** - British culture was forced on to the colonists, while the original culture was banned, ignored and forgotten



