Assessment Opportunity:

History:

- Know which lessons were taught in a typical school day in Victorian Britain
- Understand and explain the life of poor children during Victorian Britain

Lesson 9
History

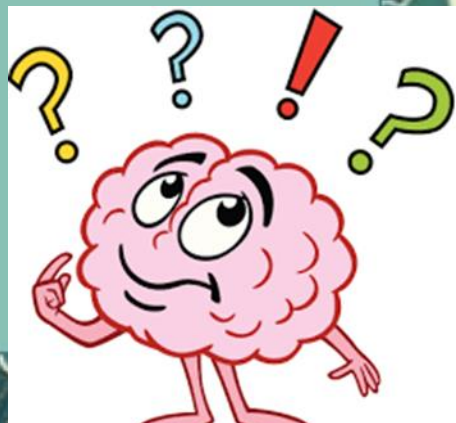


Learning to create a fact file of the development of education during the Victorian period.



Revisited Vocabulary

Government
Legislation
Mandatory



Government

A government is a group of people that have the power to rule in a territory, according to the law.

Legislation

The action of making laws.

Mandatory

Authoritatively ordered; obligatory; compulsory.



New Vocabulary

Ragged schools

Sunday schools



Ragged schools

Ragged schools were free schools for poor children's education in nineteenth-century Britain.

Sunday schools

Sunday schools were first set up in the 18th century in England to provide education to working children.

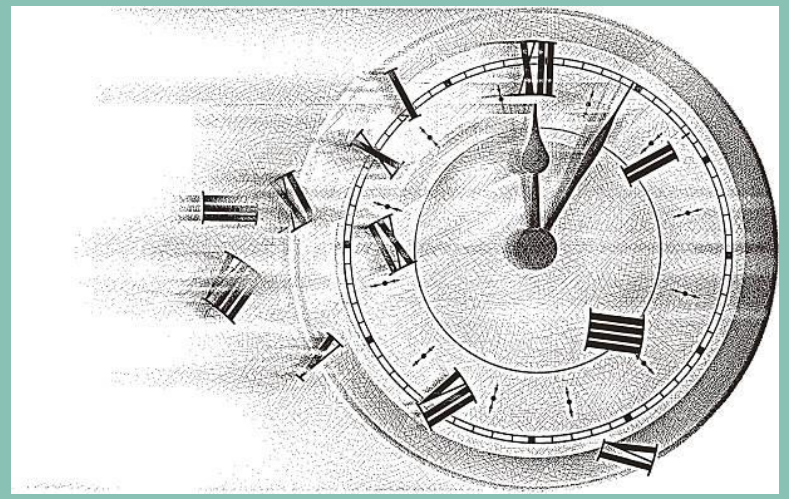
Prior Knowledge Check: Do it now!

Can you name some jobs that Victorian children might have had?
Who went to school during the Victorian period?





Today we are travelling back in time to the year...



1856

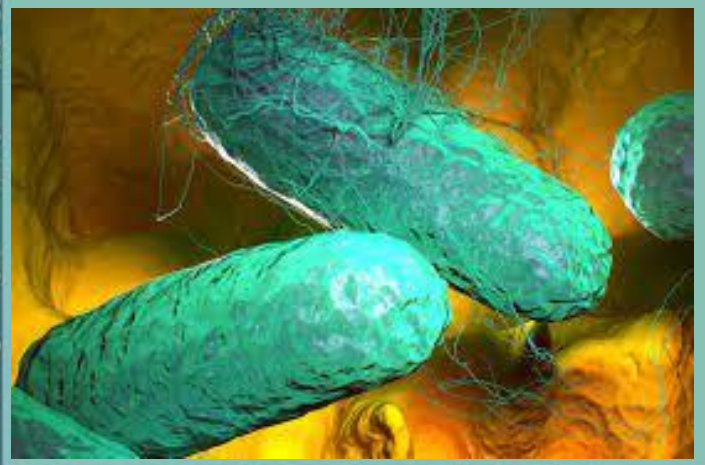
1856

The Crimean War ends!



1861





Prince Albert dies of typhoid

Typhoid fever is a bacterial infection that can spread throughout the body, affecting many organs. Without prompt treatment, it can cause serious complications and can be fatal.

1864



The 1864 Act allowed 10 year olds to be employed, but no one under 16 was to be present when chimneys were being swept. The 1875 Act required all chimney sweepers to obtain a certificate of authorisation from the local chief officer of police.

THE EDUCATION ACTS

1833: Government gives money to schools.

1844: Factory-working children legally given six-half days schooling every week.

'Ragged' schools set up to provide free education for orphaned and poor children.

1854: Reformatory schools set up for offenders under 16

1870: Schooling for children aged 5 -12, the cost for most was one penny.

1880: School became mandatory for all children until the age f 10.

1889: School leaving age raised to 12.

1891: All school's became free.

What does this tell you?

Table 1
Growth in Public Schooling in England and Wales, 1818-1858

Year	Population	Average annual growth rate of population	Number of day scholars	Average annual growth rate of day-scholars
1818	11,642,683		674,883	
		1.40%		3.60%
1833	14,386,415		1,276,947	
		1.47%		3.16%
1851	17,927,609		2,144,378	
		1.21%		2.35%
1858	19,523,103		2,525,462	

Sources: The 1851 Census (Education Report) and the Newcastle Commission Report on Education in 1858 (Parliamentary Papers 1861).

BEFORE THE INDUSTRIAL REVOLUTION

1. Almost all poor children had no education.
2. Could not afford to go to school, because school wasn't free.
3. Majority of the population were poor, so the country was not as well educated since only the wealthy could afford schooling.
4. Most poor children had the jobs in factories, instead of getting an education.
5. Many children and adults who had a less educated life didn't know how to read or write.
6. This contributed to the country's economy because if Britain had more educated people the entire country would thrive better.

AFTER THE INDUSTRIAL REVOLUTION

1. Schooling was an important part of life.
2. Nearly the entire country's children were well educated and the country was developing in power and strength.
3. Mechanics' Institute Night schools were offered for working men to earn their knowledge in education.
4. The country built many libraries so you could improve your learning.

YOUR TASK

Create a fact file for the key Education Acts. Makes notes rom the video clips to explain how education changed and describe what life for these children would have been like.



RAGGED SCHOOLS



https://youtu.be/bWGLWI8BSMI

REFORMATORY SCHOOLS



https://www.bbc.co.uk/teach/class-clips-video/history-social-studies-ks2-ks3-gcse-victorian-reformatory-schools-jane-angus/zn4pbdm

MANDATORY SCHOOLS



https://www.youtube.com/watch?v=RhSCrDdF-sU

Ignore the references to Ragged Schools – this video was filmed at the Ragged Museum. The video explains what school was like for the children who attended once it was mandatory.

What have we learned today?

Using these sentence starters, discuss what you know now that you didn't do before this lesson. We will share our opinions with the rest of the class. Be prepared to speak.

In my opinion, the Education Acts we I have studied improved / did not improve the lives of Victorian children because...

When analysing evidence it is important to remember that...
(Hint: think about bias and reliability of evidence)