

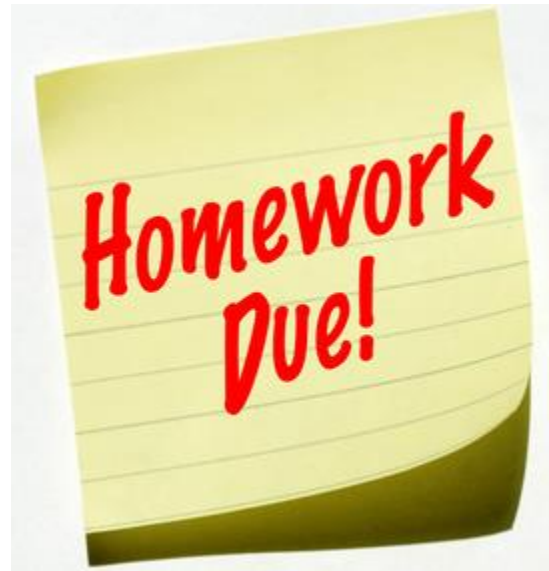
Y5/6 Spring 1 Revolution

Week 3

Non-Fiction: Discussion Texts

Nonsense Poem: The Jumblies

Tuesday



Tuesday 18th January 2022

Learning to use the first few letters to check meaning in a dictionary.

Use a dictionary to look up, discuss and write down the meanings of these words:

reform

social

philanthropist

founded

During the Victorian Era, a lot of changes were made to improve the way that people lived. The people who fought to make significant changes to improve the lives of others are known as **social reformers**. This week, we will learn about some of the most significant social reformers of that time and create a discussion text about them:

Florence Nightingale

Lord Shaftesbury

Sir Joseph Lister

Elizabeth Fry

Sir Robert Peel

Sir Edwin Chadwick

Octavia Hill

Dr Thomas Barnardo

William Ewart Gladstone.

Later in the week, we will discuss who we think made the most important changes and give justifications for our opinions.

**Stick this activity into your book
and then complete it with a partner.**

**Watch this short three-minute video
to mark your answers.**

[Social Reformers Video ANSWERS](#)

Social Reformers

Let's see what we know when we start. Read/discuss these with a partner.
Draw lines with a ruler to match the person to their description.
Start with the ones you know, look for clues.

Name of Reformer	Their Role / What they changed	Was I right? ✓
Sir Robert Peel	I reformed the Poor Laws , improving sanitary, health and economic conditions.	
Octavia Hill	The state of our cities troubled me greatly. I was a welfare reformer who developed social housing .	
Sir Joseph Lister	I was the founder of modern nursing . No dirty hospital floors on my watch.	
Florence Nightingale	I was the Prime Minister who championed social reform .	
Anthony Ashley Cooper	In my novels , I wrote the horrors of poverty highlighting the plights of real Oliver Twists.	
Sir Edwin Chadwick	I was a philanthropist and Quaker, fondly known as the ' angel of prisons '.	
Queen Victoria	I pioneered safer and more effective surgery .	
Elizabeth Fry	I was a leading politician , philanthropist and social reformer .	
Doctor Thomas Barnardo	We were not amused by the poverty in our great nation and we championed social reform .	
Charles Dickens	I was concerned by the plight of destitute children and founded homes for orphans .	

You may want a double page for this task depending how you choose to present your information. Consider the task ahead before writing the date and learning to.

Wednesday 19th January 2022

Learning to draw on reading and research to create a clearly organised discussion text.










Can you remember what these words meant from yesterday's lesson?

- **reform**
- **social**
- **philanthropist**
- **founded**

In today's and tomorrow's lesson, you will learn about key social reformers of the Victorian era. You will write a discussion text: either present your work on the sheet provided or you may prefer to present it in your own way on a double page.

Learning to draw on reading and research to create a clearly organised discussion text.

You can present
your work on this
format.

  	<p>Significant Social Reformers of the Victorian Era (1837-1901)</p>	  	  	<p>I think that the most important reformers were</p>
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Or you can have a set of the pictures and organise it in your own way on a double page.

Learning to draw on reading and research to create a clearly organised discussion text.

- A** Audience: Definitely your teacher but it should be understood by anyone who looks at your book.
- P** Purpose: To explain about the various social reformers and, by the end of the week, to discuss who you think were the most important.
- O** Organisation: Either a tri-fold format (given) or a double page.
Use headings, subheadings, pictures, paragraphs, capital letters to make words stand out, brackets, underlining.
Set your work out on the page in a way that the reader finds it easy to follow.

Significant Social Reformers of the Victorian Era (1837-1901)

Use this box, or a paragraph/text box on your own page to explain what your piece of writing is about.

Eg.

During the Victorian era, there was a great deal of change to improve the lives of poorer people. In this text, you will read about some of the key social reformers and we will discuss those who, in our opinion, made the most important changes. Will you agree? Let me tell you more so that you can form your own opinion.

Once you have completed your introduction, read the information about each of the reformers and write down the most important details in the space you have.

Florence Nightingale

Born: 1820

Died: 1910



Florence Nightingale

Florence Nightingale died in 1910 but is still remembered for being the founder of modern-day nursing.

Florence was born on 12th May 1820 in Florence, Italy. She was born into a rich, upper-class British family. The family moved to England in 1821.

Florence the Nurse

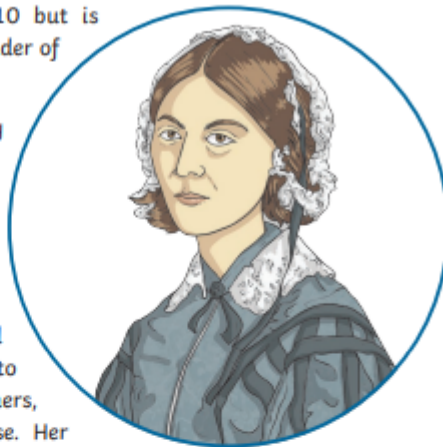
She had a strong faith and believed that God had instructed her to dedicate her life to looking after others, so she decided to become a nurse. Her mother was disappointed with her decision as she thought that Florence should devote all of her time to becoming a mother and wife.

At the age of 33, Florence became superintendent at the Institute for the Care of Sick Gentlewomen in London, however, she only worked there for a short period of time. The Crimean War broke out in 1853; the British Empire, the Ottoman Empire, Sardinia and France fought against the Russian Empire. Florence was keen to go and help when reports reached Britain about the horrendous conditions for the wounded soldiers. Along with a staff of volunteer nurses and nuns, she travelled to Scutari to do her bit.

Florence and her team found that the wounded soldiers were not receiving decent food. She also found that medicines and beds were in short supply, hygiene was poor and infections were common, in fact, more soldiers died from infections than their battle wounds. As a result of this, Florence asked the British government for help. Sewers were flushed out and the hospital was cleaned. Florence also ensured that everyone washed their hands regularly. She bought fresh food and organised a chef to cook meals. These changes caused death rates to drop.

Did You Know?

Florence was given the famous nickname, 'The Lady with the Lamp' by the soldiers who she cared for day and night. When it was dark, she carried a lantern with her.



Florence had a meeting with Queen Victoria. She explained all the improvements required in the Army hospitals. The Army then began training doctors and the conditions in hospitals improved.

Later in Life

At the age of 40, Florence established the Nightingale Training School to train nurses. She spent the rest of her life trying to improve health standards and wrote over 200 books and leaflets on hospital planning. Some of these ideas helped influence practices which are still in existence today.

In 1883, Florence received the Royal Red Cross by Queen Victoria. She died in London on 13th August, 1910.



Lord Shaftesbury

Born: 1801

Died: 1885



Lord Shaftesbury

Victorian children started working when they were very young. They often had very dangerous jobs, and were not paid very much to do them. Lots of children worked in coalmines. One type of job that a child would have was pushing the coal trucks along the underground tunnels. This was called being a 'putter'. Other children worked as 'trappers'. Their job was to open and close the door to let air flow through the mine tunnels. This job meant that a boy or girl had to sit alone in a small, dark space, for hours at a time. Children who worked underground started work in the middle of the night, and worked in the mine for 17 or 18 hours before they were able to go home.

Not only was the dark, dirty coalmine a horrible place to work, it was also a very dangerous place to be. Workers were often killed when the mine tunnels flooded or collapsed. In fact, in 1838, 26 children were killed in a coalmine called Husker Colliery. The children were between 7 and 17 years old. It was this disaster that made a man called Lord Anthony Ashley-Cooper, who was the 7th Earl of Shaftesbury, take action.

Improving the Lives of Children Working in Mines

Lord Shaftesbury was determined to help children have better lives. Queen Victoria asked him to find out more about the working conditions for children working in mines. Lord Shaftesbury asked some inspectors to go to lots of different mines to find out what it was like for the children who worked in them. The conditions were so bad, that it was decided something needed to be done. Lord Shaftesbury passed the 1842 Mines and Collieries Act. The Act made some changes to the way children worked in the mines. It was decided that girls would no longer be allowed to work there at all. Boys were only allowed to work underground after their 10th birthday. Boys from 10-13 years old were only allowed to work for 12 hours at a time.

Making Changes to How Children Worked in Factories

A few years later, Lord Shaftesbury passed the 1847 Factories Act. This also became known as the 'Ten Hours' Act. This meant that children and women were not allowed to work for more than 10 hours a day. A working week for people in factories would now be 10 hours from Monday to Friday, 8 hours on a Saturday, and Sunday would be a day off.

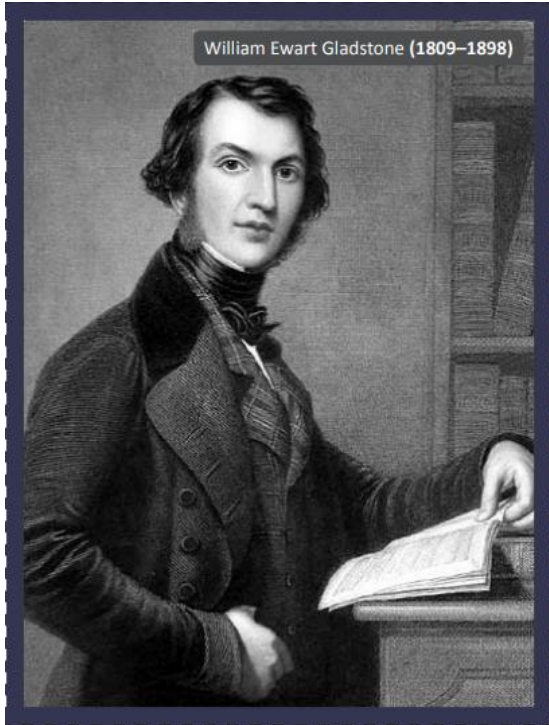
The Ragged Schools Union

Lord Shaftesbury set up the Ragged Schools Union in 1884. He got the idea for a 'Ragged School' from a man called John Pounds. John taught poor children for free. Lord Shaftesbury set up 200 free schools for poor children. This helped children get an education, even if they came from a very poor family.

William Ewart Gladstone

Born: 1809

Died: 1898



[Click here to link to the children's version of Encyclopedia Britannica](#)

Sir Joseph Lister

Born: 1827

Died: 1912



[Joseph Lister on BBC Bitesize](#)

Elizabeth Fry

Born: 1780

Died: 1845



[Who was Elizabeth Fry? - BBC Bitesize](#)

Thursday 20th January 2022

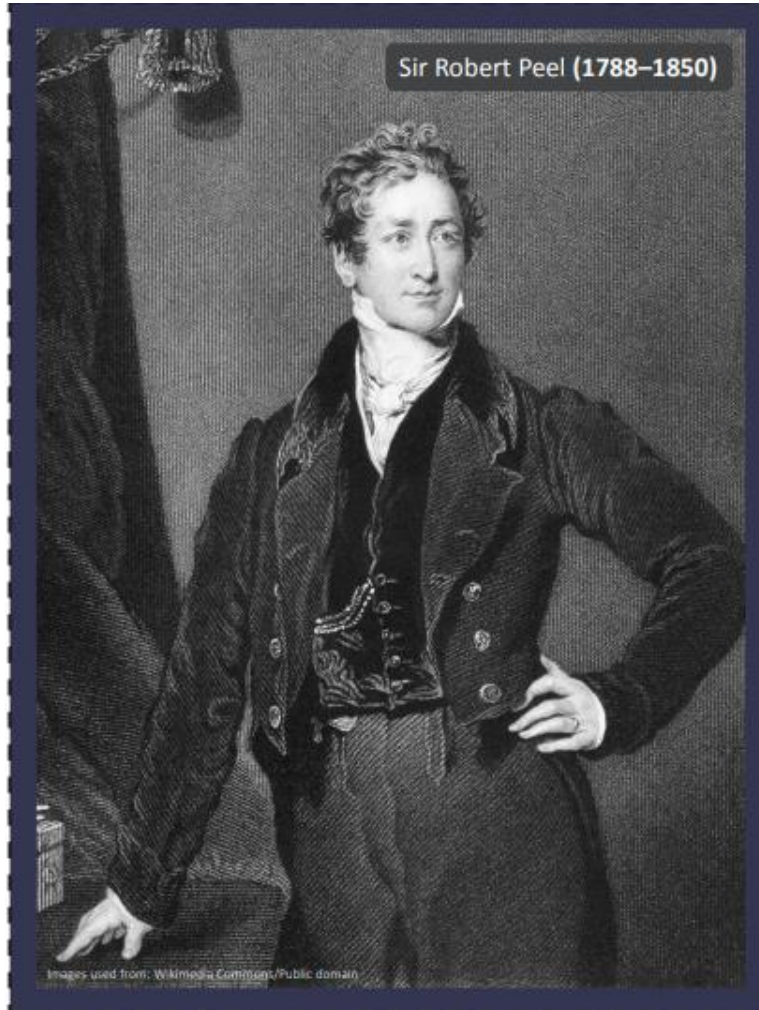
Learning to draw on reading and research to create a clearly organised discussion text.

Continue to use the slides to research the remaining social reformers.

Sir Robert Peel

Born: 1788

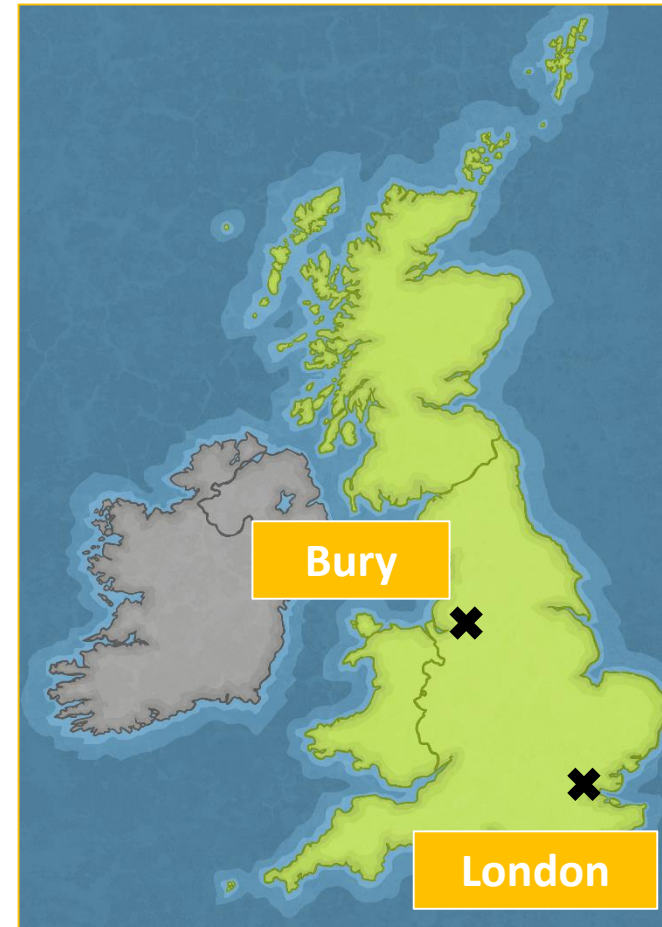
Died: 1850



Read the information on the following slides to find out about Sir Robert Peel.

His Early Life

Sir Robert Peel was born on 5th February 1788 in Bury, Lancashire. He was fortunate to grow up in a wealthy family. However, his father had gained much of his wealth and influence not only as a **member of parliament** (MP) but also as an owner of a cotton mill. Cotton mills were connected with enslavement of people from Africa during the **Industrial Revolution**.



Politics

Sir Robert studied at Oxford University, graduating in 1808. He didn't continue the family cotton business.

His father's wealth brought power and influence, which Sir Robert benefited from. He secured a seat in the House of Commons, inside the Houses of Parliament. Sir Robert entered parliament as a member of the Tory party. Today, this is better known as the Conservative party.

In 1822, Sir Robert became **home secretary**. At this time in history, some crimes were punishable by death. In his role, he introduced some changes to British criminal law, including making less crimes punishable by death and providing education for **inmates**.



Policing

Up until 1829, maintaining law and order was done using volunteers or groups like the **Bow Street Runners**.

In 1829, a law was passed called the Metropolitan Police Act. This law was introduced by Sir Robert Peel in an attempt to make the streets of London a safer place. From this law, the Metropolitan Police was created – a full-time, professional police service that covered London. Gradually, other areas of the country also established their own police services.

Police officers were given the nickname 'bobbies' after Robert Peel.



British Prime Minister

In 1834, Prime Minister Lord Grey resigned and someone was needed to fill his role. Robert Peel was asked by King William IV to form a government and eventually he accepted. He had become the new British Prime Minister. However, when Sir Robert called an election in 1835, he only received a **small majority** and this led to his resignation.

In 1841, he became Prime Minister for a second time. At the time, many people were unemployed and the British economy wasn't doing well.

Robert Peel helped the economy to improve by lowering tariff duties. This meant that it became cheaper for people in Britain to trade with other countries.



Changes to the Law

Sir Robert Peel also passed the Mines Act of 1842, which meant that women and children were banned from working underground – a very dangerous environment to work in.

He also passed the Factory Act of 1844, limiting the amount of hours that women and children were allowed to work in factories.

In 1845, following a poor harvest, the Corn Laws were revoked. This meant that cheap grain could be imported from other countries again.

Robert Peel resigned from his position as Prime Minister in June 1846.

Sir Robert Peel

1788 – 1850



In 1850, Sir Robert Peel died due to a riding accident in London.

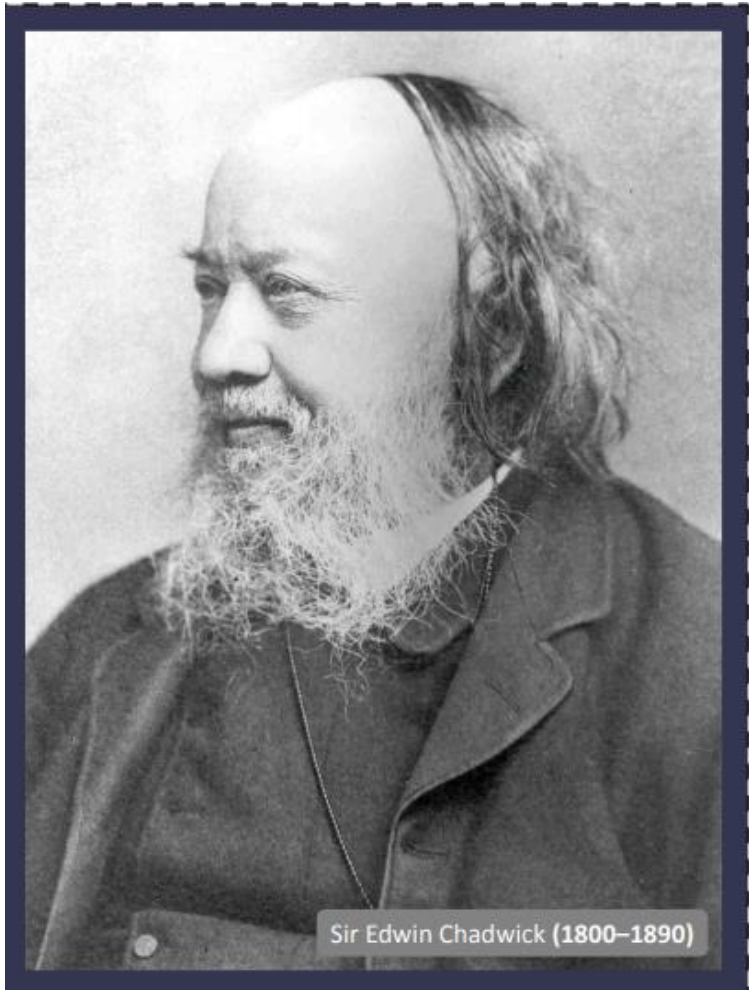
Glossary

Bow Street Runners	Formed in 1749, this group of constables were paid to patrol London at night.
home secretary	This person's job is to work for the government to make decision on things such as law and order in the UK.
Industrial Revolution	A period of history (late 18 th to 19 th centuries) where there was a quick, large growth in factories and manufactured goods.
inmates	People who are in prison because they have committed a crime.
member of parliament	An MP is a person who works in the Houses of Parliament, which are in London. This is where our laws are made.
small majority	This is where the number of votes received by the winning party is only slightly greater than the number of votes received by the losing party.

Sir Edwin Chadwick

Born: 1800

Died: 1890



[Sir Edwin Chadwick on Bitesize](#)

Octavia Hill

Born: 1838

Died: 1912

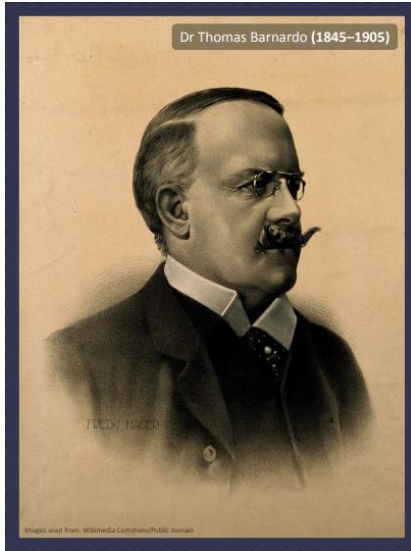


[Octavia Hill on Britannica Kids](#)

Dr Thomas Barnardo

Born: 1845

Died: 1905



Thomas John Barnardo

Best known by the name Dr Barnardo, Thomas John Barnardo founded the British charity Barnardo's to provide care for **vulnerable** children and young people.

Early Life

Born in Dublin, Ireland, on 4th July 1845, Thomas John Barnardo was the fourth of five children born to John Michaelis Barnardo, a **furrier**, and his second wife Abigail.

In 1866, Thomas Barnardo left Ireland to move to London where he planned to study at London Hospital to become a doctor. However, when he arrived in London, he was so appalled by what he saw that he desperately wanted to help – there were children across the city living in terrible conditions. Due to a deadly disease (cholera) spreading through the East End of the city, many children became orphans, resulting in them living on the streets. Unfortunately, many children did not make it to their fifth birthday.



Ragged Schools

Despite his name, Dr Barnardo stopped training to become a doctor and never achieved his qualifications because he was so moved to help the children of London to have better lives. His first step was in 1867 when he set up a ragged school, which was an independent school giving free education, food, clothes and homes to impoverished children – these children were too poor to pay for education as was the norm during the Victorian era.

One of the first pupils at Dr Barnardo's first ragged school, Jim Jarvis, took Dr Barnardo for a walk around the East End of London one evening, showing him all of the children who slept on the street, often on roofs or in gutters. Feeling distressed by the sights, Dr Barnardo decided to give up his dream of becoming a doctor; he chose to devote his life to helping poor children.

Thomas John Barnardo

Homes for Vulnerable Children

In 1870, Dr Barnardo started his charity, which was known as Dr Barnardo's Homes, and opened his first orphanage for vulnerable boys at 18 Stepney Causeway, London. At night, Dr Barnardo would walk the streets of London looking for homeless boys who needed somewhere to stay. It upset Dr Barnardo greatly when, initially, he could only help a certain number of boys and he vowed to help all children. Although most Victorians saw poverty as shameful, Dr Barnardo accepted all children; he believed that every child deserved the best possible start in life, whatever their background. As well as providing a home for the boys, Dr Barnardo also trained them in carpentry, metalwork and shoemaking.

Following his marriage in 1873 to Sara Louise Elmslie, who was known as Syrie, Dr Barnardo began to help girls too; Syrie desired to support disadvantaged girls.

As a wedding present, they were given a piece of land to live on in Barkingside, east London but instead of building a home for themselves on this land, they opened the Girls' Village Home. Needy girls were looked after in small, family-style groups with a house 'mother' who taught them the skills of looking after a home whilst keeping them safe. By 1900, there were 65 cottages, a school, a hospital and a church on the land which housed over 1,500 girls.

Legacy

During his lifetime, Dr Barnardo and his charity opened 96 homes to look after vulnerable children and young people. From the foundation of the first Barnardo's home in 1867 to his death in 1905, more than 8,500 children had been taken in. He also raised a lot of money to help children to stay with their families when times were difficult. Dr Barnardo's dream of giving every child the best possible future is continued by his charity to this day.

Glossary

furrier: Someone who makes clothes or items, such as rugs, from animal fur.
vulnerable: In need of special care or support.

Now that you have completed your research, discuss with your partner, and then as a class, who you think made the most important changes. Remember to build on the views of others and to disagree politely if you have different opinions.

Write your opinion in the text box remaining on your sheet or create a text box/closing paragraph of your own.

I think that the most important reformers were ... because...

You must give your reasons why you think this.

You can say more than one so long as you justify both.

Ask a question to your reader in your closing paragraph to keep them involved and to create cohesion between the opening and closing of your text.

I think that the most important reformers were

...

Friday 21st January 2022

Learning to use appropriate and effective intonation and expression.

In today's lesson, you may still need to complete your discussion text. Do this first.

Once you have finished, read another of Edward Lear's famous nonsense poems, The Jumblies, on the next slides. Practise reciting the poem with good volume, tone and expression. Identify what makes it a nonsense poem.

Divide up the poem into its six verses and read it in groups. Which group can be the most expressive?

Write out verse one of the poem in your neatest handwriting.

Ask your partner questions about the poem to check their understanding.



The Jumplies

Edward Lear

twinkl

Written 1871

I

They went to sea in a Sieve, they did,

In a Sieve they went to sea:

In spite of all their friends could say,

On a winter's morn, on a stormy day,

In a Sieve they went to sea!

And when the sieve turned round and round,

And every one cried, 'You'll all be drowned!'

They called aloud, 'Our Sieve ain't big,

But we don't care a button! We don't care a fig!

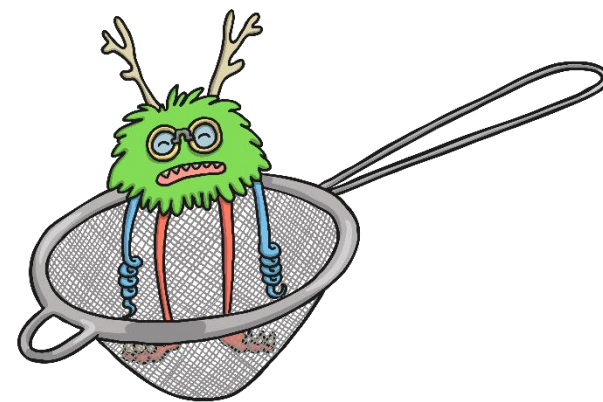
In a Sieve we'll go to sea!'

Far and few, far and few,

Are the lands where the Jumbles live;

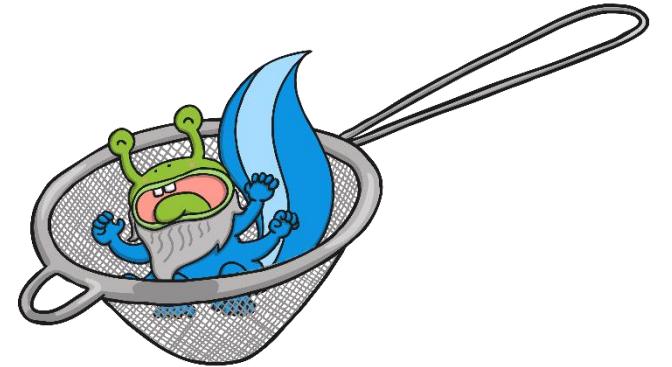
Their heads are green, and their hands are blue,

And they went to sea in a Sieve.



II

They sailed away in a Sieve, they did,
In a Sieve they sailed so fast,
With only a beautiful pea-green veil
Tied with a riband by way of a sail,
To a small tobacco-pipe mast;
And every one said, who saw them go,
'O won't they be soon upset, you know!
For the sky is dark, and the voyage is long,
And happen what may, it's extremely wrong
In a Sieve to sail so fast!'
Far and few, far and few,
Are the lands where the Jumblies live;
Their heads are green, and their hands are blue,
And they went to sea in a Sieve.



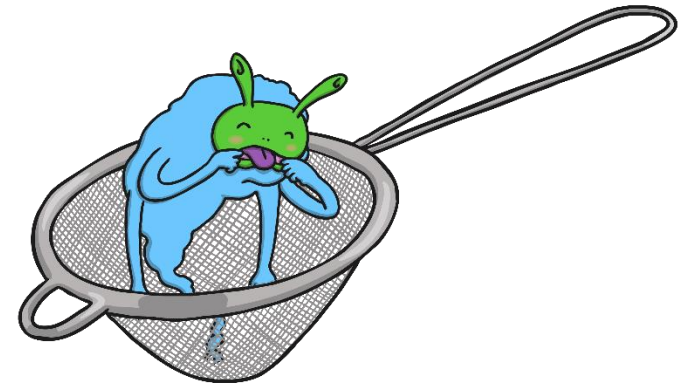
III

The water it soon came in, it did,
The water it soon came in;
So to keep them dry, they wrapped their feet
In a pinky paper all folded neat,
And they fastened it down with a pin.
And they passed the night in a crockery-jar,
And each of them said, 'How wise we are!
Though the sky be dark, and the voyage be long,
Yet we never can think we were rash or wrong,
While round in our Sieve we spin!'
Far and few, far and few,
Are the lands where the Jumbles live;
Their heads are green, and their hands are blue,
And they went to sea in a Sieve.



IV

And all night long they sailed away;
And when the sun went down,
They whistled and warbled a moony song
To the echoing sound of a coppery gong,
In the shade of the mountains brown.
'O Timballo! How happy we are,
When we live in a sieve and a crockery-jar,
And all night long in the moonlight pale,
We sail away with a pea-green sail,
In the shade of the mountains brown!'
Far and few, far and few,
Are the lands where the Jumblies live;
Their heads are green, and their hands are blue,
And they went to sea in a Sieve.



V

They sailed to the Western Sea, they did,
To a land all covered with trees,
And they bought an Owl, and a useful Cart,
And a pound of Rice, and a Cranberry Tart,
And a hive of silvery Bees.
And they bought a Pig, and some green Jack-daws,
And a lovely Monkey with lollipop paws,
And forty bottles of Ring-Bo-Ree,
And no end of Stilton Cheese.
Far and few, far and few,
Are the lands where the Jumbles live;
Their heads are green, and their hands are blue,
And they went to sea in a Sieve.



VI

And in twenty years they all came back,
In twenty years or more,
And every one said, 'How tall they've grown!'
For they've been to the Lakes, and the Terrible Zone,
And the hills of the Chankly Bore;
And they drank their health, and gave them a feast
Of dumplings made of beautiful yeast;
And everyone said, 'If we only live,
We too will go to sea in a Sieve, —
To the hills of the Chankly Bore!'
Far and few, far and few,
Are the lands where the Jumbles live;
Their heads are green, and their hands are blue,
And they went to sea in a Sieve.

