



## The Homesick Girl's Letter (Session3)

Lesson plan prepared by Tim Coxon (Cardinal Newman School) and Emma Hearn (St John the Baptist Catholic School)  
 Note that this session is likely to spread over at least two lessons.

<i>Subject</i>	History - Victorians
<i>Year group</i>	5
<i>Learning intention</i>	<ul style="list-style-type: none"> <li>- To use and investigate a primary source</li> <li>- To ask and answer questions, using evidence from a range of sources</li> <li>- To use a range of sources to build empathy and understanding of an era</li> <li>- To consider what life was like for children in the Victorian age</li> <li>- To understand how Brighton and Hove has changed since Victorian times</li> <li>- To understand that ways of life differed greatly across Victorian society</li> <li>- To find out about important figures in Victorian times</li> <li>- To present their findings in different ways</li> </ul>
<i>Organisation</i>	<p>Introduction: whole class          Main activity: small groups (mixed ability)          Plenary: whole class</p>
<i>Resources including use of ICT</i>	<p>This session is ICT based. Download the following resources from <a href="http://www.letterintheattic.org">www.letterintheattic.org</a> (follow link to education pack):</p> <ul style="list-style-type: none"> <li>- Muriel's letter (page 1 and 2)</li> <li>- Map of Brighton in 1890</li> <li>- Postcards of York Road and Western Road</li> <li>- List of websites about Victorian life</li> </ul> <p>The lesson also optionally makes use of:</p> <ul style="list-style-type: none"> <li>- Espresso</li> <li>- Powerpoint</li> <li>- Pathe Newsreels: 1890's Hyde Park Corner; Street Scenes; Blackpool Promenade</li> </ul>

<p><i>Introduction</i></p>	<p>Remind children of work completed in previous sessions and the list of questions we still have to answer, mainly: <i>What might life have been like for Muriel in 1887?</i></p> <p>Explain that we are going to spend the next two sessions finding out more information about Victorian Times so that we can have a better understanding of how Muriel might have lived. Emphasise that we will not find out how life definitely was for Muriel. How would we know definitely? (diaries, more letters, people still alive who knew her). Even then can we be absolutely sure?</p> <p>If your school has a license, show the three Pathe Newsreels from 1890's listed above to set the scene. In the group work sessions below, one group could explore these resources and build up a picture of street life in 1880's and 90's.</p>
<p><i>Main teaching</i></p>	<p>Show children brief PowerPoint presentation about one aspect of Victorian Life and explain that they are going to be creating their own.</p>
<p><i>Group work</i></p>	<p>Present children with a range of topics to research and organise the children into mixed ability groups.</p> <p>There is a Word document listing the web resources for these topics below in the resources for this lesson.</p> <p>Below are two possible topics. For each topic, a list of web links has been provided (see separate handouts in Resources section).</p> <p>Each group should create a multimedia presentation to present to the rest of the class on their topic. This could also be used for Home Learning tasks.</p> <p><b>1. How Brighton has changed between 1887 and 2007</b></p> <ul style="list-style-type: none"> <li>- <i>Three Centuries Tour</i> on My Brighton and Hove website</li> <li>- Compare old and new maps of Brighton (use 1890 map in Resources section and Google map).</li> </ul> <p><b>2. Life in 1887</b></p> <p>Web quest in groups, each child looking at one of the following topics using the web links on the list and feeding back to the whole group.</p> <ul style="list-style-type: none"> <li>- What was going on in October 1887?</li> <li>- Life as a young child in Victorian times</li> <li>- Boarding-schools in Brighton</li> <li>- Transport in Victorian times</li> <li>- Dress in Victorian times</li> <li>- Children's games and entertainment</li> </ul>

<i>Plenary</i>	Show presentations as they are. Provide each group with key questions to answer in next session. In final session all groups to present their findings. This could form a literacy session, meeting some of the Speaking and Listening objectives.
<i>Assessment opportunities/evidence</i>	<p>Discussion with children during focussed teaching.</p> <p>Working with children during main activities.</p> <p>Focussed questions - How do you know? What else would you need to prove what you say? Is that fact or opinion?</p> <p>Finished presentations.</p>

QueenSpark Books

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