



Curriculum pack 5  
– Changing lives,  
changing communities

**Taylor**  
**Wimpey**

## Introduction



This curriculum pack is aimed at key stage 2 pupils and comprises seven team-based activities focusing on the differences between Victorian and modern homes.

- **Activity 1** – Victorians near us
- **Activity 2** – Victorian vs modern house design
- **Activity 3** – Who were the everyday Victorians?
- **Activity 4** – Preserving history
- **Activity 5** – Something for the future
- **Activity 6** – Great Victorian inventions
- **Activity 7** – Old vs new

Some activities are accompanied by supporting resource sheets. Teams can use these sheets to prepare their answers – you can photocopy these sheets as needed. At the back of the pack there are notes for teachers.

## Victorians near us



### Activity 1

.....  
(Resource sheets 1 and 2 can be used with this activity)

- **VISIT** a typical Victorian street near you, or research online to find out more about Victorian street layouts. Resource sheets 1 and 2 may help you.
- **IDENTIFY** the common features of Victorian houses. These could include a slate roof, no garage, bay or sash windows, chimneys, an outhouse, railings around the front of the house and boot scrapers set into the wall of the house.
- **DRAW** a typical Victorian house, including the features you have discussed.



Resource sheet 1: Victorian street view





## Resource sheet 2: Victorian street map





## Victorian vs modern house design



### Activity 2

(Resource sheets 3, 4, 5, and 6 can be used with this activity)

- **COMPARE** your findings from Activity 1 about Victorian street layouts with the modern Taylor Wimpey development layout on Resource sheet 3. See what differences and similarities you can spot between the Victorian streets and modern streets.
- **DRAW** your own house and discuss whether it has any Victorian features.
- **COMPLETE** the table in Resource sheet 6 to compare your house to a Victorian house and discuss the differences. Resource sheets 4 and 5 may help you see the differences.
- **COMPARE** your drawings and completed tables to help you to decide whose house could be the oldest.
- **RESEARCH** houses lived in by the middle and working classes during Victorian times.

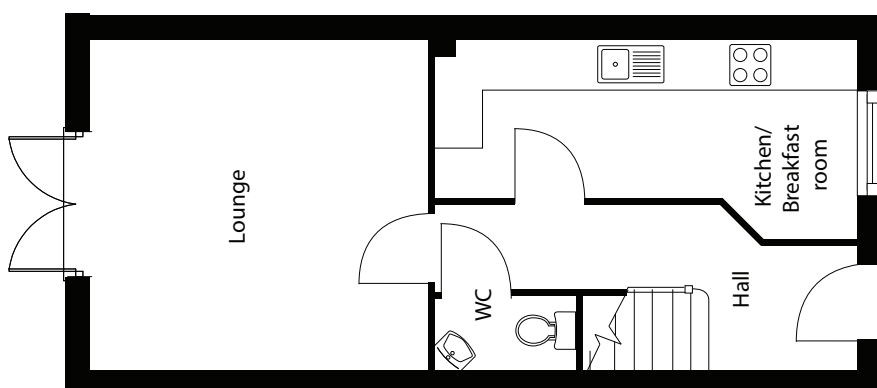
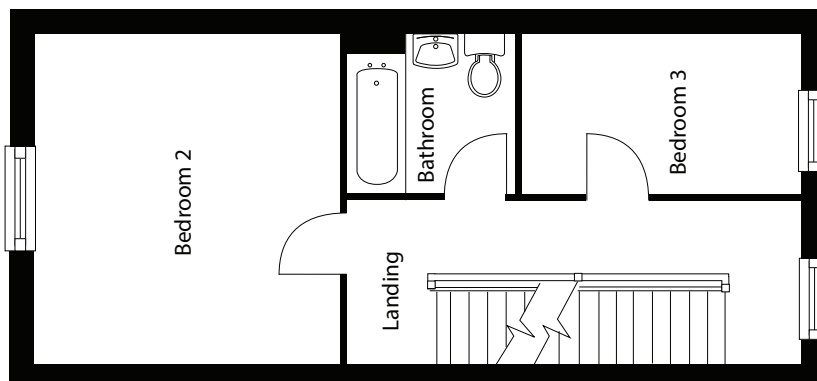
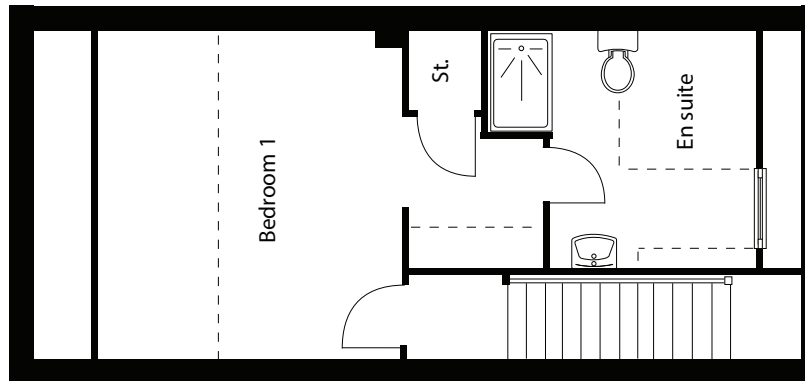




## Resource sheet 3: Modern Taylor Wimpey Development

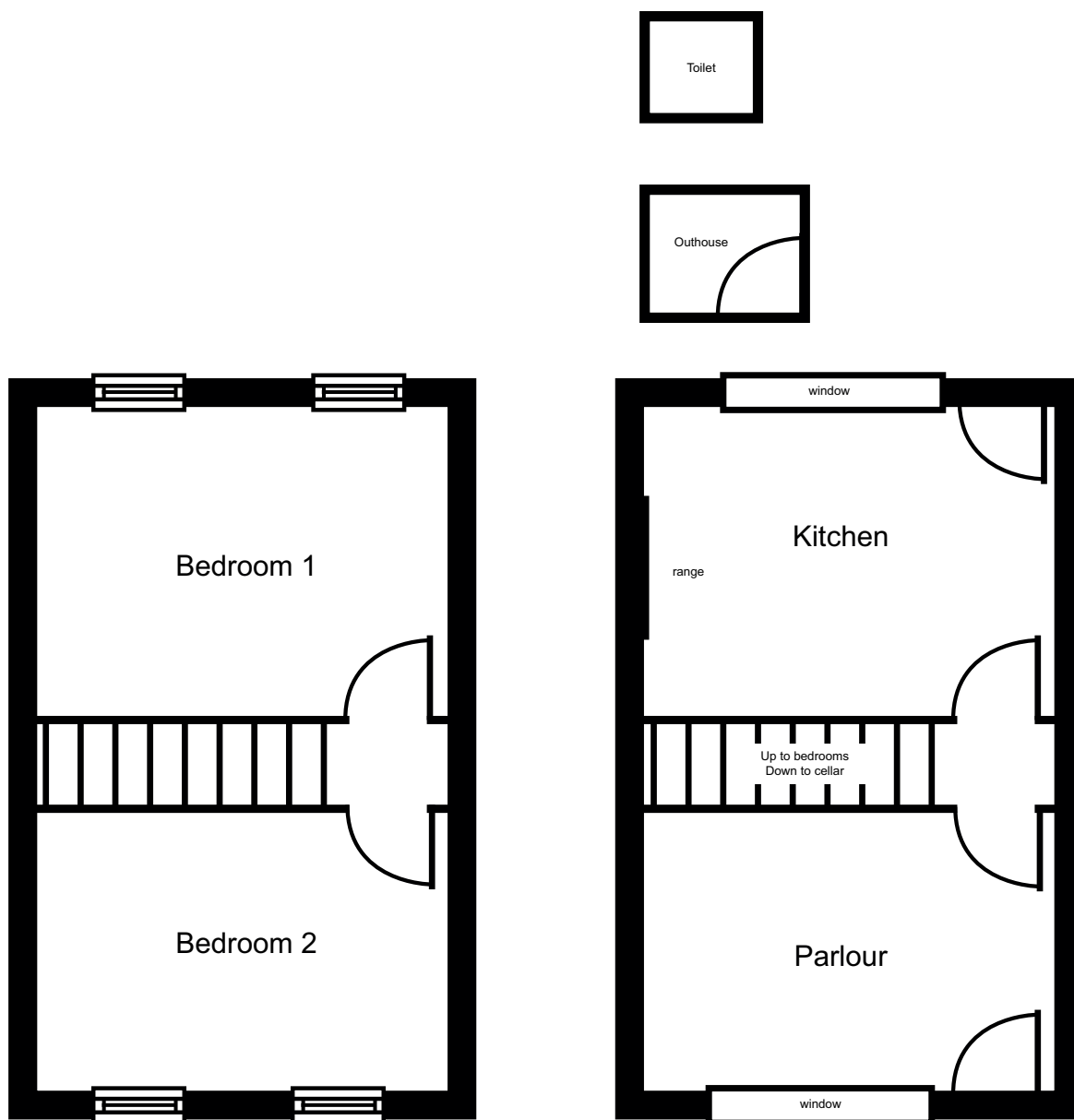


## Resource sheet 4: Modern house layout





## Resource sheet 5: Victorian house layout



## Resource sheet 6: Victorian vs modern house design

	In a Victorian house	In my house
How many rooms?		
How many bathrooms/toilets?		
How many bedrooms?		
How many doorways?		
How many windows?		
How do they heat the houses?		



## Who were the everyday Victorians?



### Activity 3

- **DISCUSS** the differences between typical Victorian families and typical modern families – consider the number of children, the age the children go to work, their jobs, who goes to school, what transport they use, how well they know their neighbours and what shops are available in the local area.
- **ORGANISE** your own imaginary Victorian street party – write a shopping list of things you'd need, list where you would buy these items and think about how you would tell people about the party.
- **RESEARCH** what your local area was like in the 1890s. Can you find any pictures?

## Preserving history



### Activity 4

- **DISCUSS** how information can be lost or changed over time and play a game of Chinese whispers to show this first hand.
- **SUGGEST** three ways of preserving information about your life for someone to read in 100 years.
- **TALK** about what a time capsule is and list 10 items which you could include in one to represent modern life for someone to discover in 100 years. You could even make your own time capsule at home or with your class.



## Something for the future



### Activity 5

- **CREATE** a timeline showing the changes in housing design through history. List the historical periods and draw a house representing each era.
- **CREATE** a leaflet using your timeline to show people of the future how house design has changed over time. Make sure your facts are accurate and try to include key features and differences between the houses.

## Great Victorian inventions



### Activity 6

(Resource sheet 7  
can be used with  
this activity)

- **DISCUSS** inventions from the Victorian era – some examples are ice cream, the telephone, stamps, electric light bulbs, Morse Code, the first petrol motor car and the wireless radio.
- **CHOOSE** one invention, research it and complete the first four questions on resource sheet 7.
- **DECIDE** which invention from the Victorian era you think is the most important. Write about it under the final question on resource sheet 7.

## Resource sheet 7: Great Victorian inventions

I have chosen the \_\_\_\_\_

It was invented in \_\_\_\_\_

It was invented by \_\_\_\_\_

Before it was invented, Victorians had to use \_\_\_\_\_

---

---

---

What do you think is the best Victorian invention and why?

---

---

---

---

---

---

---

---

---

---



## Old vs new



### Activity 7

.....  
(Resource sheet 8  
can be used with  
this activity)

- **LABEL** the Victorian and modern houses on Resource sheet 8 to show the improvements that have been made to modern houses.
- **IMAGINE** you could go back in time to work with a Victorian architect. Consider what advice you would give them to improve the houses. This could be with new scientific developments, new technologies and more modern materials.
- **ROLE-PLAY** your meeting with the Victorian architect – try to explain modern improvements without hurting their feelings!
- **LOOK** at adverts for houses for sale at a new housing development near you – make notes of the persuasive language used.
- **CREATE** your own ‘for sale’ advert or poster for a house – it could be your house, a brand new house or a Victorian house. Why not tailor your advert to a specific audience, such as a young family or an elderly couple looking to downsize?

Resource sheet 8: Old vs new



**A Victorian house**



**A modern house**

## Teachers' notes

### Links to the National Curriculum

#### Activity 1

**Art & design:** create sketch books to record their observations and use them to review and revisit ideas, improve their mastery of art and design techniques;

**Geography:** human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies;

**History:** study of an aspect of social history, address and sometimes devise historically valid questions;

**Spoken language:** articulate and justify answers, arguments and opinions, use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.

#### Activity 2

**Art & design:** improve their mastery of art and design techniques;

**Geography:** describe and understand key aspects of human history;

**History:** study of an aspect of social history, address and sometimes devise historically valid questions, construct informed responses that involve thoughtful selection and organisation of relevant historical information;

**Reading:** retrieve, record and present information from non-fiction;

**Spoken language:** articulate and justify answers, arguments and opinions, use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.

#### Activity 3

**Geography:** describe and understand key aspects of... human history;

**History:** study of an aspect of social history, address and sometimes devise historically valid questions;

**Reading:** retrieve, record and present information from non-fiction;

**Spoken language:** articulate and justify answers, arguments and opinions, use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.

## Teachers' notes

### Activity 4

**Spoken language:** articulate and justify answers, arguments and opinions, use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.

### Activity 5

**Reading:** retrieve, record and present information from non-fiction;

**Spoken language:** articulate and justify answers, arguments and opinions, use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas;

**Writing:** plan, draft, evaluate, edit; proof-read;

**Geography:** describe and understand key aspects of human history;

**Art and design:** improve their mastery of art and design techniques.

### Activity 6

**Computing:** Use search technologies effectively, use and combine a variety of software and a range of digital devices and create a range of... content that accomplish given goals;

**Geography:** describe and understand key aspects of human history;

**History:** study of an aspect of social history, address and sometimes devise historically valid questions;

**Reading:** retrieve, record and present information from non-fiction;

**Spoken language:** articulate and justify answers, arguments and opinions, use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas;

**Writing:** plan, draft, evaluate, edit; proof-read.

### Activity 7

**Art and design:** improve their mastery of art and design techniques;

**Spoken language:** articulate and justify answers, arguments and opinions, use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas;

**Reading:** retrieve, record and present information from non-fiction;

**Writing:** plan, draft, evaluate, edit; proof-read;

**History:** construct informed responses that involve thoughtful selection and organisation of relevant historical information.



## Teachers' notes

### Links to the Curriculum for Excellence

#### Activity 1

**Literacy:** 2-02a: "engage with others...respond in ways appropriate to my role, show that I value other's contributions..."; 2-15: "can make notes, organise them under suitable headings and use them to understand information, develop my thinking, explore problems and create new texts, using my own words as appropriate"; 2-28a: "convey information, describe events, explain processes or combine ideas in different ways",

**Expressive Arts:** 2-02a: "have the opportunity to choose and explore an extended range of media and technologies to create images and objects, comparing and combining them for specific tasks"; 2-04a: "Through observing and recording from my experiences across the curriculum, I can create images and objects which show my awareness and recognition of detail"

**Social studies:** 2-08a: "discuss the environmental impact of human activity and suggest ways in which we can live in a more environmentally-responsible way"

**Technologies:** 2-01b: "I can investigate how an everyday product has changed over time to gain an awareness of the link between scientific and technological developments"

#### Activity 2

**Literacy:** 2-15: "can make notes, organise them under suitable headings and use them to understand information"; 2-28a: "convey information, describe events, explain processes or combine ideas in different ways";

**Expressive Arts:** 2-02a: "have the opportunity to choose and explore an extended range of media and technologies to create images and objects, comparing and combining them for specific tasks"; 2-04a: "Through observing and recording from my experiences across the curriculum, I can create images and objects which show my awareness and recognition of detail."

#### Activity 3

**Literacy:** 2-15: "can make notes, organise them under suitable headings and use them to understand information, develop my thinking, explore problems and create new texts, using my own words as appropriate"; 2-28a: "convey information, describe events, explain processes or combine ideas in different ways"; 2-29a: "persuade, argue, explore issues or express an opinion"

**Social studies:** 2-08a: "discuss the environmental impact of human activity and suggest ways in which we can live in a more environmentally-responsible way"; 2-08b: "consider the advantages and disadvantages of a proposed land use development and discuss the impact this may have on the community."

## Teachers' notes

### Activity 4

**Literacy:** 2-02a: "engage with others...respond in ways appropriate to my role, show that I value other's contributions..."; 2-15: "can make notes, organise them under suitable headings and use them to understand information, develop my thinking, explore problems and create new texts, using my own words as appropriate"; 2-28a: "convey information, describe events, explain processes or combine ideas in different ways"; 2-29a: "persuade, argue, explore issues or express an opinion";

**Social studies:** 2-08a: "discuss the environmental impact of human activity and suggest ways in which we can live in a more environmentally-responsible way."

### Activity 5

**Literacy:** 2-02a: "engage with others...respond in ways appropriate to my role, show that I value other's contributions..."; 2-15: "can make notes, organise them under suitable headings and use them to understand information, develop my thinking, explore problems and create new texts, using my own words as appropriate"; 2-28a: "convey information, describe events, explain processes or combine ideas in different ways"; 2-29a: "persuade, argue, explore issues or express an opinion";

**Expressive Arts 2-02a:** "have the opportunity to choose and explore an extended range of media and technologies to create images and objects, comparing and combining them for specific tasks" 2-04a: "Through observing and recording from my experiences across the curriculum, I can create images and objects which show my awareness and recognition of detail"

**Social studies:** 2-08a: "discuss the environmental impact of human activity and suggest ways in which we can live in a more environmentally-responsible way", 2-08b: "consider the advantages and disadvantages of a proposed land use development and discuss the impact this may have on the community"

**Technologies:** 1-04b/2-04b: "I can create, capture and manipulate sounds, text and images to communicate experiences, ideas and information in creative and engaging ways"; 2-01b: "I can investigate how an everyday product has changed over time to gain an awareness of the link between scientific and technological developments"; 2-03b: "Throughout all my learning, I can use search facilities of electronic sources to access and retrieve information, recognising the importance this has in my place of learning, at home and in the workplace"; 2-14b: "Having evaluated my work, I can adapt and improve, where appropriate, through trial and error or by using feedback."

## Teachers' notes

### Activity 6

**Literacy:** 2-02a: "engage with others...respond in ways appropriate to my role, show that I value other's contributions..."; 2-15: "can make notes, organise them under suitable headings and use them to understand information, develop my thinking, explore problems and create new texts, using my own words as appropriate"; 2-28a: "convey information, describe events, explain processes or combine ideas in different ways"; 2-29a: "persuade, argue, explore issues or express an opinion";

**Social studies:** 2-08a: "discuss the environmental impact of human activity and suggest ways in which we can live in a more environmentally-responsible way", 2-08b: "consider the advantages and disadvantages of a proposed land use development and discuss the impact this may have on the community;"

**Technologies:** 2-01b: "I can investigate how an everyday product has changed over time to gain an awareness of the link between scientific and technological developments"; 2-03b: "Throughout all my learning, I can use search facilities of electronic sources to access and retrieve information, recognising the importance this has in my place of learning, at home and in the workplace."

### Activity 7

**Expressive Arts:** 2-02a: "have the opportunity to choose and explore an extended range of media and technologies to create images and objects, comparing and combining them for specific tasks"; 2-04a: "Through observing and recording from my experiences across the curriculum, I can create images and objects which show my awareness and recognition of detail;"

**Literacy:** 2-02a: "engage with others...respond in ways appropriate to my role, show that I value other's contributions..."; 2-15: "can make notes, organise them under suitable headings and use them to understand information, develop my thinking, explore problems and create new texts, using my own words as appropriate"; 2-28a: "convey information, describe events, explain processes or combine ideas in different ways;"

**Social sciences:** 2-01a: I can use primary and secondary sources selectively to research events in the past.



## Teachers' notes

### Links to the NLNF and Welsh national curriculum

#### Activity 1

##### Geography

Locating places, environments and patterns

Pupils should be given opportunities to:

identify and locate places and environments using globes, atlases, and maps, e.g. use co-ordinates and four-figure references

follow directions, estimate and calculate distances, e.g. follow map and ground routes, calculate map-to-ground distances.

Investigating: Pupils should be given opportunities to:

measure, collect and record data through carrying out practical investigations and fieldwork, and using secondary sources, e.g. use instruments to measure rainfall, use GIS, design questionnaires.

##### History

Progression in Chronological awareness

They describe the characteristic features of past societies and periods and identify changes within and across periods.

Progression in Interpretations of history

They show how some aspects of the past have been represented and interpreted in different ways.

Progression in Historical enquiry

They are beginning to select and combine information from historical sources to support an historical enquiry and evaluate its success.

Progression in Organisation and communication

They select, organise and communicate historical information in a variety of ways, including ICT.

##### Art and design

Pupils should be stimulated and inspired, where appropriate, by:

- images and artefacts from a variety of historical and contemporary cultures and contexts.

Pupils should investigate:

- the properties of materials and processes
- natural objects and environments
- made objects and environments
- imagined objects and environments.

They should, where appropriate, apply to their own work findings collected from a variety of contexts including:

different cultures and periods

## Teachers' notes

### Activity 2

#### Reading

Locating, selecting and using information

Reading strategies:

use a range of strategies for finding information; read closely, annotating for specific purposes; use internet searches carefully, deciding which sources to read and believe.

#### History

Progression in Chronological awareness

They describe the characteristic features of past societies and periods and identify changes within and across periods.

#### Art and design

Pupils should be stimulated and inspired, where appropriate, by:

- images and artefacts from a variety of historical and contemporary cultures and contexts.

Pupils should investigate:

- the properties of materials and processes
- natural objects and environments
- made objects and environments
- imagined objects and environments.

They should, where appropriate, apply to their own work findings collected from a variety of contexts including: different cultures and periods.

## Teachers' notes

### Activity 3

#### Reading

Locating, selecting and using information

Reading strategies:

use a range of strategies for finding information; read closely, annotating for specific purposes; use internet searches carefully, deciding which sources to read and believe

#### Writing

Organising ideas and information

Meaning, purposes, readers:

adapt writing style to suit the reader and purpose, write a comprehensive account of a topic or theme, use a range of strategies to plan writing, explore different ways to present work and use them appropriately, reflect on, edit and redraft to improve their writing

Structure and organisation

adapt structures in writing for different contexts, write an effective introduction that establishes context and purpose, a suitable balance between facts and viewpoints, a precise conclusion, use paragraphs making links between them, use features and layout which are constructed to present data and ideas clearly

#### Geography

Locating places, environments and patterns: Pupils should be given opportunities to:

identify and locate places and environments using globes, atlases, and maps, e.g. use co-ordinates and four-figure references

follow directions, estimate and calculate distances, e.g. follow map and ground routes, calculate map-to-ground distances.

Investigating: Pupils should be given opportunities to:

measure, collect and record data through carrying out practical investigations and fieldwork, and using secondary sources, e.g. use instruments to measure rainfall, use GIS, design questionnaires

#### History

Progression in Chronological awareness: They describe the characteristic features of past societies and periods and identify changes within and across periods.

Progression in Interpretations of history: They show how some aspects of the past have been represented and interpreted in different ways.

Progression in Historical enquiry: They are beginning to select and combine information from historical sources to support an historical enquiry and evaluate its success.

Progression in Organisation and communication: They select, organise and communicate historical information in a variety of ways, including ICT. They select and organise information to produce structured work, making appropriate use of dates

**ICT:** find information from a variety of sources for a defined purpose.



## Teachers' notes

### Activity 4

#### Reading

Locating, selecting and using information

Reading strategies:

use a range of strategies for finding information; read closely, annotating for specific purposes; use internet searches carefully, deciding which sources to read and believe.

#### Oracy

Express issues and ideas clearly, using specialist vocabulary and examples, listen carefully to presentations and show understanding of the speakers' conclusions or opinions, respond to others with questions and comments, contribute purposefully to group discussion to achieve agreed outcomes.

## Teachers' notes

### Activity 5

#### Reading

Locating, selecting and using information

Reading strategies:

use a range of strategies for finding information; read closely, annotating for specific purposes; use internet searches carefully, deciding which sources to read and believe.

#### Writing

Organising ideas and information

Meaning, purposes, readers:

adapt writing style to suit the reader and purpose, write a comprehensive account of a topic or theme, use a range of strategies to plan writing, explore different ways to present work and use them appropriately, reflect on, edit and redraft to improve their writing.

Structure and organisation

adapt structures in writing for different contexts, write an effective introduction that establishes context and purpose, a suitable balance between facts and viewpoints, a precise conclusion, use paragraphs making links between them, use features and layout which are constructed to present data and ideas clearly.

#### History

Progression in Chronological awareness

They describe the characteristic features of past societies and periods and identify changes within and across periods.

Progression in Interpretations of history

They show how some aspects of the past have been represented and interpreted in different ways.

Progression in Historical enquiry

They are beginning to select and combine information from historical sources to support an historical enquiry and evaluate its success.

Progression in Organisation and communication

They select, organise and communicate historical information in a variety of ways, including ICT.

They select and organise information to produce structured work, making appropriate use of dates

**ICT:** find information from a variety of sources for a defined purpose.

#### Art and design:

Pupils should be stimulated and inspired, where appropriate, by:

- images and artefacts from a variety of historical and contemporary cultures and contexts.

Pupils should investigate:

- the properties of materials and processes
- natural objects and environments
- made objects and environments
- imagined objects and environments.

They should, where appropriate, apply to their own work findings collected from a variety of contexts including:

different cultures and periods.

## Teachers' notes

### Activity 6

#### Reading

Locating, selecting and using information

Reading strategies:

use a range of strategies for finding information; read closely, annotating for specific purposes; use internet searches carefully, deciding which sources to read and believe

**ICT:** find information from a variety of sources for a defined purpose.

#### History

Progression in Chronological awareness: They describe the characteristic features of past societies and periods and identify changes within and across periods.

Progression in Interpretations of history: They show how some aspects of the past have been represented and interpreted in different ways.

Progression in Historical enquiry: They are beginning to select and combine information from historical sources to support an historical enquiry and evaluate its success.

Progression in Organisation and communication

They select, organise and communicate historical information in a variety of ways, including ICT.

#### Writing

Organising ideas and information

Meaning, purposes, readers:

adapt writing style to suit the reader and purpose, write a comprehensive account of a topic or theme, use a range of strategies to plan writing, explore different ways to present work and use them appropriately, reflect on, edit and redraft to improve their writing

Structure and organisation

adapt structures in writing for different contexts, write an effective introduction that establishes context and purpose, a suitable balance between facts and viewpoints, a precise conclusion, use paragraphs making links between them, use features and layout which are constructed to present data and ideas clearly



## Teachers' notes

### Activity 7

#### Reading

Locating, selecting and using information

Reading strategies:

use a range of strategies for finding information; read closely, annotating for specific purposes; use internet searches carefully, deciding which sources to read and believe.

#### Writing

Organising ideas and information

Meaning, purposes, readers:

adapt writing style to suit the reader and purpose, write a comprehensive account of a topic or theme, use a range of strategies to plan writing, explore different ways to present work and use them appropriately, reflect on, edit and redraft to improve their writing.

#### Art and design

Pupils should be stimulated and inspired, where appropriate, by:

- images and artefacts from a variety of historical and contemporary cultures and contexts.

Pupils should investigate:

- the properties of materials and processes
- natural objects and environments
- made objects and environments
- imagined objects and environments.

They should, where appropriate, apply to their own work findings collected from a variety of contexts including: different cultures and periods.

**Oracy:** express issues and ideas clearly, using specialist vocabulary and examples, speak clearly, using formal language and varying expression, tone and volume, to keep listeners interested, explore challenging or contentious issues through sustained role play.