

# Rose Wood Academy: Enquiry Driven Learning Overview

## Prior Knowledge (Direct Pathway)

Understanding the time of the Victorian Era by sequencing other time periods already studied – Mary Anning, James Cook, Jurassic period, David Attenborough.

Looking at Victorian toys, - building on prior learning from Y1 - toys throughout time and changes in beyond living memory.

## Prior Knowledge (Indirect Pathway)

RE – Building on knowledge of Christianity and Islam from last half term.

Science: Materials

PSHCE: SCARF – Rights and Responsibilities

D&T: Mechanics, Structures and Textiles

Art: Painting

Music: Charanga Zootime

RE: How and why do we celebrate special and sacred times?

Computing: Digital Literacy

## Content on Direct Pathway

We will be studying the significant event – the Great Exhibition that happened in 1851 . We will be looking at key artefacts associated with the Victorians by visiting Beamish Museum.

We will be studying the significant people - Prince Albert, Joseph Paxton and other people who showcased their products, at the exhibition, such as Rimmel, W.H Morley and George and Joseph Lines.

The children will be learning about the Victorian age and what manufacturers were investing at that time. This enquiry will heavily focus on the children's progression of DT skills. They will create a structure inspired by The Crystal Palace, a mechanical toy inspired by George and Joseph Lines, perfume inspired by Rimmel and designer socks inspired by W.H Morley. The children will learn how to evaluate existing products, design and make their own versions.

## Enquiry Question

**What did they exhibit at the Great Exhibition?**

## Enquiry Outcomes

Present the 1851 Great Exhibition.

Children will showcase exhibitions that were presented in 1851 and will talk about their work.



In our English lessons, we will be focusing on writing a set of instructions based on the book, 'The King Who Banned the Dark' by Emily Haworth-Booth. The children will be learning about command sentences, imperative verbs and list sentences.

In our Reading Skills lessons, we will be looking a book called 'Orion in the Dark' by Emma Yarlett.

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<b>Year Group:</b> Year 2	<b>Term:</b> Spring 1
<b>Title:</b> What did they exhibit at the Great Exhibition?	<b>Key Focus:</b> DT and History
<b>Project Enhancements:</b> <ul style="list-style-type: none"><li>• Visit the Beamish Museum – look at things made during the Victorian Age</li></ul>	
<b>How can you help?</b> <p>At home, please can you:</p> <ul style="list-style-type: none"><li>• Listen to your child read a minimum of 3 times per week</li><li>• Practise your maths homework set via DoJo every Friday.</li><li>• Learn your spellings set via DoJo every Friday.</li></ul> <p>You could also:</p> <ul style="list-style-type: none"><li>• <b>Create a poster about the Victorian Age – which inventions were made in that era?</b></li><li>• <b>Create an exhibition of your precious things – which things are precious to you and why?</b></li><li>• <b>Research about Queen Victoria.</b></li></ul>	

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Subject Specific Vocabulary		Key Knowledge
<b>exhibit</b>	Display	We will be learning about what items were displayed in The Great Exhibition 1851.
<b>exhibition</b>	Publicly display (a work of art or item of interest) in an art gallery or museum or at a trade fair.	We will be studying about The Great Exhibition that happened in London, 1851.
<b>Prince Albert</b>	Queen Victoria's husband	Prince Albert was the consort of Queen Victoria from their marriage on 10 February 1840 until his death in 1861.
<b>Queen Victoria</b>	Queen of Great Britain and the British Empire from 1819 to 1901.	Victoria was Queen of the United Kingdom of Great Britain and Ireland from 20 June 1837 until her death in 1901. Known as the Victorian era, her reign of 63 years and seven months was longer than any previous British monarch
<b>Rimmel</b>	Perfumer in the Victorian times.	The House of Rimmel was founded by Eugène Rimmel as a perfumery in 1834, in Regent Street, London, England.
<b>Joseph Paxton</b>	An architecture in the Victoria era.	Sir Joseph Paxton was an English gardener, architect, engineer and Member of Parliament, best known for designing the Crystal Palace.
<b>W.H. Morley</b>	Textile manufacture who made socks.	W.H. Morley showed a group of socks at the Great Exhibition of 1851. They demonstrate the varied patterns and colours which an industrial process could easily produce. The plaids and tartans were in keeping with the current fashion for all things Scottish, which the Royal family helped to make popular.
<b>Joseph and George Lines</b>	Joseph and his brother, George, made wooden toys, primarily rocking horses in the Victorian era.	The exhibited a display of wooden Victorian toys and after the 1851 exhibit they became popular and became one of the biggest manufacturer of toys in the world.
<b>Manufacturer</b>	Produces particular objects	We will be learning about different manufacturers who exhibited their products in 1851.

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### Spiritual

*Fascination and learning about others.*

The children will study what inventions and products were exhibited in The Great Exhibition in 1851. They will empathise with the 'awe and wonder' of how people in the Victorian era felt at the exhibition.

### Social

Acceptance and engagement with the fundamental British values of democracy, the rule of law.

The children will learning about rights and responsibilities that changed in the Victorian era.

### Be kind and REAP the rewards

Respecting - different views in the Victorian era.

Empathy – empathising how Victorian's felt in the exhibition.

Achievement – reaching their goals they made with their designs and final products.

Pride –the children will gain pride in their product they have made for their exhibition.

### Moral

*Ability to recognise the difference between right and wrong and readily apply this understanding in their own lives.*

The children will learning about the social and gender classes (poor, rich, men, women) that appeared in the Victorian times and compare with today's society.

### Cultural

*Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others.*

The children will learning about how the Victorian British Empire shaped the UK today.