

National Curriculum:

Events beyond living memory.

Know where people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.

Able to use a wide vocabulary of everyday historical terms.

Ask and answer questions.

Understand some of the ways in which we find out about the past and different ways it can be represented.

Vocabulary:

Victorians, old, new, past, comparison, similarities, differences, artefacts, Queen Victoria, beams, mangles, dolly, straw, chamber pot, bedpan, bustles, corsets, washboard, significant, electricity, gas stoves, candle light, slates, chalk boards, chalk, dunce hat, cane, lanterns, arithmetic, Latin, era

Pre-teach day before Victorian school day:

Discuss Victorian school routines, distance and travelling to school. Rewards and sanctions, uniform, lunch, lessons.

Snapshot

Victorian school day – finish at 2 and compare between our school day and Victorian school day.
School timeline.

Sorting facts of a Victorian school and our school. Discussions on which school they would prefer and reasons why. Vote at end of session and discuss.

Simple description of Victorian schools.

Trip to Manor Farm – take photos and videos.

Shoe box representation of a Victorian kitchen.

Written comparison of Victorian kitchen in books.

History Medium Term Planning

Year Group: Year 1

Topic: Victorians

	Learning Objective	Input (including key questions and vocabulary)	Task including scaffold and challenge	How will the learning be assessed?
Session 1	I can find out information about Victorian schools.	<p>Before this session have a discussion about dressing up and that the teachers will be in a strict role and that Victorian teachers were very different to today. In preparation for Victorian day. Chn and teachers need to dress up for this day.</p> <p><u>Victorian school day</u> Children will be Victorian children for the day. Teachers to act in a strict role. English lesson: on chalkboard teacher to model handwriting- children to copy as teacher writes Maths lesson: Start with chanting of times tables, Teacher to then write on chalkboard - simple adding using abacus to count. P.E.: Outside or in the hall play Victorian games such as hoop and stick, ring a ring a roses, quoits and stick, wooden cup and ball, skipping, hopscotch.</p>		Discussion

		<p>Information to be given throughout the day for a Victorian school e.g punishments for people talking (dunce hat sitting in corner), stand behind desk when adults enter the room, cover everything in black paper so classroom is dark, line up in boys/girls line calling boys master, checking fingernails after going to the toilet.</p> <p>Finish at 2. Discuss as a class the differences between our school day and a Victorian school day (TA to record on sugar paper for WW).</p>		
Session 2	<p>I can describe what schools were like in the Victorian times</p> <p>I can compare Victorian schools to schools today</p>	<p>Vocab discussion (Victorians PowerPoint): Victorians, old, new, past, comparison, similarities, differences, artefacts, Queen Victoria, beams, mangles, dolly, straw, chamber pot, bedpan, bustles, corsets, washboard, significant, electricity, gas stoves, candle light, slates, chalk boards, chalk, dunce hat, cane, lanterns, arithmetic, latin, era</p> <p>Teacher re-cap Victorian schools - what did we do yesterday? how was it different? What did we learn and feel? Discuss comparisons, using similarities and differences.</p> <p>In mixed ability groups fill out the following table comparing schools then and now</p>	<p>Support: TA to sit with support and, using flashcards of PowerPoint, discuss vocab and what it means. Use this to facilitate discussion. Children given pictures to stick in correct column and label - as a group - discuss the differences.</p> <p>Challenge: Children to use technical vocab in sentences.</p>	Discussion

		<table border="1"> <tr> <td>Schools today</td> <td>Victorian Schools</td> </tr> <tr> <td></td> <td></td> </tr> </table> <p>and then feedback to the rest of the class ensuring vocab from PowerPoint is used. Plenary: Once completed, as a whole class discuss which school they would prefer and give reasons why. At the end of the session take a vote.</p>	Schools today	Victorian Schools				
Schools today	Victorian Schools							
Session 3	I can describe Victorian schools using key vocabulary.	<p>Vocab discussion (Victorians PowerPoint): Victorians, old, new, past, comparison, similarities, differences, artefacts, Queen Victoria, beams, mangles, dolly, straw, chamber pot, bedpan, bustles, corsets, washboard, significant, electricity, gas stoves, candle light, slates, chalk boards, chalk, dunce hat, cane, lanterns, arithmetic, Latin, era</p> <p>Teacher to re-cap Victorian schools. Show pictures of dunce hat, chalk and blackboard, cane, sitting in rows. Discuss what these represent/were used for. Teacher to model simple sentence(s) discussing what is in the picture explaining how and why it was used. Children to go off and write their own captions using technical vocab.</p> <p>Plenary: Share with class.</p>	<p>Support: TA to sit with support and, using flashcards of PowerPoint, discuss vocab and what it means. Use this to facilitate discussion. As a group discuss what each picture represents and were used for - children to label pictures.</p> <p>Extension: Choose 1/2 of the following to write about: punishment, how they learn, uniform, games.</p>	By outcome.				

Session 4		Trip to Manor Farm. Teacher to take photos and videos for next sessions.		
Session 5	I can design a Victorian kitchen.	<p>Vocab discussion (Victorians PowerPoint): Victorians, old, new, past, comparison, similarities, differences, artefacts, Queen Victoria, beams, mangles, dolly, straw, chamber pot, bedpan, bustles, corsets, washboard, significant, electricity, gas stoves, candle light, slates, chalk boards, chalk, dunce hat, cane, lanterns, arithmetic, Latin, era</p> <p>Re-cap rooms in Victorian times and discuss what they saw in Manor Farm – show some pictures taken on the trip - use technical vocab to discuss what they can see.</p> <p>Focus on kitchens - discuss differences of then and now (e.g. No washing machine, mangle and washboard, candlelight, no electric oven, no fridge, larder.</p> <p>Teacher to model making a Victorian kitchen including mangle and washboard, candlelight, gas stove, larder. Discuss colours - mostly made out of wood - some richer houses had darker colours such as red and patterned wall-paper (show pictures) and that it would have been very dark because there was no electricity.</p> <p>Children to work in partners to make shoe box representation of a Victorian room.</p>	<p>Support: TA to sit with support and, using flashcards of PowerPoint, discuss vocab and what it means. Use this to facilitate discussion. As a group discuss what each picture represents and were used for - children to label pictures.</p> <p>Support: mixed ability groups to support</p> <p>Challenge: Post it notes to label the features of their kitchen - using technical vocab. Could add on to post it notes what we have today and compare the two.</p>	By outcome

Session 6	I can describe the features of a Victorian kitchen	<p>Vocab discussion (Victorians PowerPoint): Victorians, old, new, past, comparison, similarities, differences, artefacts, Queen Victoria, beams, mangles, dolly, straw, chamber pot, bedpan, bustles, corsets, washboard, significant, electricity, gas stoves, candle light, slates, chalk boards, chalk, dunce hat, cane, lanterns, arithmetic, Latin, era</p> <p>Re-cap Victorian rooms and rooms now.. Teacher to model how to write a description of a Victorian kitchen using a model made in the previous lesson.. Children to write a description of the room in their book, discussing contents of the room (mangle and washboard, candlelight, gas stove, larder), the colours and how dark it would have been and what each of the objects were used for.</p> <p>Plenary: Fact game: In a circle children to say one fact they have learnt about Victorians.</p>	<p>Support: TA to sit with support and, using flashcards of PowerPoint, discuss vocab and what it means. Use this to facilitate discussion. As a group discuss what each picture represents and were used for - children to label pictures.</p> <p>Extension: Write sentences to describe the features of the Victorian kitchen using technical vocab. Add in detail about how this has changed today.</p>	By outcome.

Impact:

To be able to describe a Victorian school – 1. Dunce hat, 2. Chalk and blackboard 3. Cane 4. Sitting in rows

To be able to make 3 comparisons between Victorian schools and schools today

To be able to describe a Victorian house – 1. No washing machine, mangle and washboard 2. Candlelight 3. No electric oven 4. No fridge, larder

To be able to discuss where they can find sources of information – photos, internet, artefacts, museums