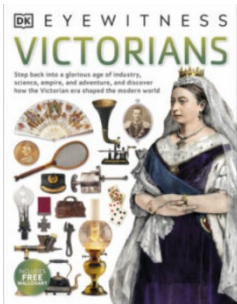
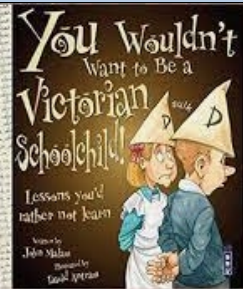


# Unit Plan: Who were the Victorians? (9 weeks)

## Rationale

- This unit of history allows pupils to develop an understanding of chronology and how a significant individual and time period has impacted modern Britain.
- Pupils also gain an understanding of historical concepts such as monarchy, power, impact, cause and effect as well as make comparisons between then and now.
- This unit in year 2 gives a solid foundation for the Industrial Revolution topic studied in year 4 and building on the learning about Thomas Cook and holidays from Year 1.
- Through art and D and T, pupils are deepening skills they learnt in year 1, making a puppet with a mechanism and using a range of materials to create a collage of Queen Victoria.
- At the end of the unit, pupils explore the major world faiths through the RE unit who celebrates what and why and pupils make comparisons between festivals they and others celebrate and the upcoming celebration of Christmas, including the Victorian influence on the Christian celebration. This builds tolerance and respect.

## Core Texts



## Key Figures



Queen Victoria



Prince Albert



Benjamin Disraeli



Florence Nightingale



Charles Dickens

## Enrichment

- Beaumanor Hall

## Written outcomes

- Victorian Information Booklet
- Victorian Toy Puppet
- Victorian Diary Entry
- Instructions on how to brush teeth

## Science Unit

- n/a

## RE unit

- Who celebrates what and why?

## Oracy

- Artefact discussion
- Chatterpix
- Puppet show

## Cross curricular Links

- History
- D and T
- Art
- Geography

### Unit Sequence of Lessons - Who were the Victorians? (9 weeks)

| Subject    | Learning challenge  | Outcome   | Adaptive teaching   | Flashbacks   |
|------------|---|---|---|--|
| 1. History | Can I find out who the Victorians are?  | Artefacts in the hall - children look at them and figure out what they are used for.<br>How long ago do they think this was?<br>Do a timeline of history - now to the dinosaurs... Where do the Victorians fit?               | n/a   | Review of then and now of Leicester over time -sort pictures, how do you know?     |
| 2. History | Can I understand that the U.K has a monarchy?   | Learn about kings and queens starting with the current king. Use real photos.<br>Timeline of previous monarchs back to Victoria. Succession planning. Who is next?<br><b>Challenge:</b> adding facts about each monarch.      | Group activity  | Change in Monarch last year, who was previous monarch, who is the present monarch? |
| 3. History | Can I understand the role of the monarch?   | Create a job advert for a monarch.<br>Include: responsibilities<br>: qualifications<br>: perks<br>Give them a template and they chose some of the r, q and p to add to theirs.  | Children apply for the job giving reasons why they would be good for the role | Can you order the pictures of the monarchs from Victoria to Charles III?           |
| 4. History | Can I find out about the life of Queen Victoria?<br><u>Who was Queen Victoria? - BBC Bitesize</u> | Different sources, video, page of info we read, pictures mind map. Victoria song.<br>Facts include what she did in her reign.<br>Chatter pix  | n/a   | Name 3 things that a monarch does or qualities they have                           |
| 5. History | Can I decide if Victoria was a good or bad queen?   | Look at the things Victoria did in her reign.<br>Group into good and bad.<br>Decide if she is a good or bad queen. I think she is a good queen because.....   | Group discussion with adult   | What did Victoria change during her reign? <b>don't know yet? Not taught</b>       |
| 6. History | <b>Victorian Day - Beaumanor Hall 31.10.2023</b>  | <b>Trip</b>   |   |  |
| 7. Art     | Can I identify and label key features of a portrait?  | Show children a few portraits of Queen Victoria and children label the features, dress etc.<br><u>queen victoria portraits - Google Search</u><br>Can they identify similarities - e.g earrings, crown, dress, sash, colours, | Group activity noticing features adult scribing                               | What is a portrait, what does it need to have?                                     |

|                           |   |   |   |  |
|---------------------------|---|---|---|--|
| 8. Art                    | Can I practise collaging skill such as folding, scrunching and rolling?<br>Can I plan the materials I would use for my collage? | Have a tray of materials and see if you can fold, scrunch and roll.<br>Choosing materials based on qualities.<br>Texture , shape and space.<br>Can they select a material and say why they have chosen it for each part of the collage.   | Supported working individually                              | Refer to David Attenborough collage.<br>What is collage? What can you use to collage?  |
| 9. Art                    | Can I create a collage of Queen Victoria?   | Using materials to collage around queen Victoria's face and shoulders.  | Supported working individually                              | Feedback which materials children felt would best suit different parts of the collage. |
| 10. History               | What was life like for Victorian children?  | Roles of children, rich/poor, home, clothing, toys.   | Sorting now and then pictures                               | How has the Rally changed?   |
| 11. History               | What was Victorian clothing like?   | Half/half person with clothes rich and poor<br>Labels   | Add cut out clothing to make a rich and poor person collage |  |
| 12. History               | What was it like at a Victorian school?   | Sort Victorian school and modern school<br><b>Bubble:</b> Would prefer to go to school now or then? Why?  | n/a   |  |
| 13. History               | What was life like in a Victorian home?   | Use the book Victorian doll house and pictures to explore Victorian homes.<br>Compare rich and poor houses.   |   |  |
| 14. Design and Technology | Can I research toys Victorian children played with?   | Play with and explore typical Victorian toys.   | Supported working individually                              |  |
| 15. Design Technology     | Can I research and explore the mechanism for a pop-up puppet?   | <b>Purpose:</b> To make a Victorian Puppet for a puppet show to tell others what Victorian life was like.<br><b>Brief:</b> Must be a Victorian character<br>Must contain a pop-up mechanism<br>Cup must reflect the job of the character<br><b>Explore session:</b> looking at different puppets and how they work and are made.<br>Take photos for book. | Small group explore puppets                                 | Who were Queen Victorias children?   |
| 16. Design Technology     | Can I design a Victorian Puppet Toy?  | Create a design - who is your character.<br>Design the cup<br>Design the outfit<br>Design the accessories<br>Wooden spoon outline.  | Supported working individually                              | Recap of the differences in lives for the rich and poor children.                      |

|                        |  |  |   |   |
|------------------------|--|--|---|---|
| 17. Design Technology  | Can I make a Victorian Puppet Toy?<br><br>Wooden spoons<br>Material<br>Paper cups<br>Wool<br>Pipe cleaners                     | Make puppet.<br>What resources do you need to make each part?  | Supported working individually.                                     |   |
| 18. Design Technology  | Can I plan and practise a puppet show?   | Use the puppet theatre to perform a puppet show for another group of children  | n/a   |   |
| 19. Design Technology  | Can I perform a puppet show?   | Children to put on a puppet show for F2.   | n/a   |   |
| 20. History/ Geography | Can I write a postcard from a Victorian holiday?   | Use the PPT about Victorian holidays<br>Write a post card from the beach.  | Talk about pictures of Victorian beach holiday, use sentence stems. | Thomas Cook - who is this and what did he do?   |
| 21.                    | Can I explore Victorian inventions?  | Show images of inventions / or real thing.<br>Guess what it is and what it does. How is it used. Write on post it notes.                               | Group discussion - choose an item and describe what it is used for  |   |
| 22. Science            | Can I study the science of John Dunlop?<br><br>Would he be better in Victorian unit, looking at bike design within inventions? | What did he do? How did he discover it?<br>What went wrong? What went well?<br>What came before?<br>What came after?                                   |   | <a href="#">T-Sc-161-Sorting-Old-and-New-Wheels-Activity.pdf (twinkl.co.uk)</a><br>Sort tyres into old and new. |
| 23. RE                 | Who celebrates what and why?<br>RE unit - Who celebrates what and why?   |  |   |   |
| 24.                    | Christmas week - Victorian Christmas   | How does Christmas compare to their festivals?<br>Victorian Christmas - What did they Victorian's bring to Britain.<br>Make Christmas and decorations. |   |   |