



What was it like to live in the Victorian times?



Learning Journey

Engaging

Authentic

Rigorous

Nova Curriculum

Year 2

Terms 5 & 6

Big concept: Researching history

Overview:

This enquiry enables learners to learn about life in the Victorian times, including learning about what childhood was like, Queen Victoria (and comparing to Elizabeth 1st), toys and inventions. The children will focus on what The Great Exhibition is and then end the unit by creating their own versions of inventions presented in it.

Over the two terms, we will have the opportunity to visit Muller House Orphanage which links to our class text of Oliver Twist. We will also hopefully have a visit from Fresh Water Theatre Company.

Class texts have been chosen to enrich children's learning, encouraging children to make links with their reading and wider curriculum learning. For example, after reading 'Queen Victoria's Bathing Machine' by Gloria Whelan, children will research, design and evaluate Victorian bathing machines, before making their own. After reading Oliver Twist by Charles Dickens, children will make links with their wider curriculum learning and take part in an experience day where they dress up, role play and make porridge.

Learning links (previous learning):

Year 2 'What makes Bristol brilliant?' unit

Celebrating diversity and inspirational People:

Queen Victoria & Queen Elizabeth
Brunel

Launch and Landings

Experiential learning opportunities:

Launch: Children participate in a Victorian Immersion Day. They examine a range of Victorian artefacts and generate questions for enquiry.

Muller House Orphanage (Monday 4th October)

Landing Term 1: Children will come to school dressed as Victorians and will experience what a school day during this time will be like.

Fresh Water Theatre Company (Date TBC)

Landing Term 2: The Great Exhibition where children will showcase their Victorian inventions. Date TBC.

Victorian School Experience Day (Thursday 14th October)

NC Objectives – Skills, knowledge and vocabulary taught through Line of Enquiry

History – Victorians

As historians we will develop history enquiry skills and develop knowledge about life in the Victorian times. They will create a 'Great Exhibition' to showcase their learning.

- Learn about childhood and toys in Victorian times
- Learn about significant events in the Victorian era (inventions and The Great Exhibition)
- Develop knowledge about the lives of significant individuals that can be compared (Elizabeth II & Queen Victoria)
- to develop an awareness of the past, using common words and phrases relating to the passing of time, with greater independence
- Know where people and events studied fit into a chronological framework, sequence artefacts/events/ photos in chronological order
- Identify similarities and differences between periods of time
- Ask and answer questions (why, what, who, how, when) related to different sources and objects
- Sequence a small collection of artefacts/pictures
- Understand some ways we can find out about the past
- Use parts of stories and other sources to show that they know and understand concepts
- Identify similarities / differences between ways of life 'now' and 'then'
- Ask and answer questions about why people did things/why events happened and suggest simple explanations

Make simple observations about different types of people, events, beliefs within a society

Talk about who was important eg in a simple historical account

Vocabulary - Tudor, Victorian, modern day, significant, monarchy, queen, king, prince and princess, Armada, kingdom, battles, plots, war, court, mills/factories, railways, inventions, industrial revolution, Chronological order, era, period, reign, hundreds of years ago, about a hundred years ago, Same, different, similar, Evidence, investigate, research, historians, experts, letters, newspapers, websites, text books,

Key dates: Elizabeth 1: 1533 – 1603 Victoria: 1819 – 1903 Elizabeth 2: 1926 – Great Exhibition 1851

DT – Materials

As Designers and Engineers we will create our own Victorian bathing machines and inventions.

- Explain what they are making and which materials they are using.
- Design products that have a clear purpose and an intended user.
- Use pictures and words to convey what they want to make.
- Make products, using a range of tools to cut, shape, join and finish.
- Say what they like and don't like about their product and explain why.
- Talk about how closely their finished product meets their design criteria.
- Begin to use software to represent 2D designs
- Use a range of materials to create models with wheels and axles e.g. tubes, dowel and cotton reels.
- Use materials to practise drilling, screwing, nailing and gluing to strengthen products.

Vocabulary: materials, wheels, axel, drill, screw, nail, glue, strengthen

Geography	Art – Textiles/ Collage
<p>As geographers we will develop our geography knowledge of place and ocean names, using maps and atlases to locate them.</p> <ul style="list-style-type: none"> • Children use maps, atlases and globes to name and locate of countries and cities within the UK. What countries are in the United Kingdom? • Children use maps, atlases and globes to name and locate oceans and seas around the UK. What ocean and sea surround the United Kingdom? • I can name and locate of England, Scotland, Wales and Northern Ireland on a map, and know the capital cities. • I can name and locate of the world’s seven continents and five oceans, and the seas around the UK. <p>Vocabulary: world, Earth, continent, ocean, country, capital city, United Kingdom, England (London), Scotland (Edinburgh), Wales (Cardiff), Northern Ireland (Belfast), Africa, Antarctica, Australasia (Oceania), Europe, North America, South America, Pacific, Atlantic, Indian, Southern (Antarctic), Artic</p>	<p>As Artists we will create continuous line drawings and create a layered collage of a Victorian building.</p> <ul style="list-style-type: none"> • Experiment with continuous line drawings of coins using different materials to draw • Revisit coins and simple line drawings, use stippling to demonstrate texture • Create a coin, applying different drawing techniques https://www.accessart.org.uk/making-money-drawing-making/ • Explore texture and pattern by creating rubbings • Explore mark making and line through directed drawing https://www.accessart.org.uk/houses-from-around-the-world-international-day-at-monkfield-primary-school/ • Revisit continuous line drawings when studying different buildings from around the world • End piece – Use drawing and rubbing techniques to create a layered collage of a chosen building <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: hatching/cross-hatching, stippling, portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space.</p>

Opportunities for core subject learning across the curriculum	
As readers and writers we will:	As mathematicians we will:
<p>Class texts:</p> <ul style="list-style-type: none"> • Oliver Twist • Queen Victoria’s Bathing Machine <p>As writers we will:</p> <ul style="list-style-type: none"> • Create character descriptions • Create setting descriptions • Write narratives with a triggering event with a solution <p>Cross curricular writing in LOE books: First person recount of our trips and experiences.</p>	<ul style="list-style-type: none"> • Numbers 10 to 100 • Calculations within 20 • Fluently add and subtract within 10 • Addition and subtraction of two-digit numbers

Discrete subject teaching - Skills, knowledge and vocabulary taught discretely	
Physical Education	Music
<p>As fit and healthy citizens we will develop skills in:</p> <ul style="list-style-type: none"> • Ball skills • Sending and retrieving • Health and Fitness • Gymnastics 	<p>As Musicians we will develop our musical skills and knowledge through Beacon Bristol music scheme:</p> <ul style="list-style-type: none"> • Unit 6 chronology • Singing
Computing	PSHE
<p>In computing we will develop skills through Teach Computing scheme:</p> <ul style="list-style-type: none"> • Computing systems and networks (T1) • Digital photography (T2) 	<p>As fit and healthy citizens we will develop our knowledge through SCARF scheme:</p> <ul style="list-style-type: none"> • Me and my relationships • Valuing difference.
RE	Science (taught through PPA):
<p>As philosophers we will explore the question: Who is a Christian and what do they believe?</p>	<p>Animals, including humans</p>