



What was it like to live in Victorian times?



Learning Journey

Engaging

Authentic

Rigorous

Nova Curriculum

Year 2

Terms 1 & 2

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 hosting our own Great Exhibition displaying the inventions the class have created during the line of enquiry topic. Over the two terms, we will be hosting a Victorian dress up day where we will have a Victorian teacher visit our classroom and learn about what life was like in Victorian schools. Class texts have been chosen to enrich children's learning, encouraging children to make links with their reading and wider curriculum learning. 'The Secret Diary of Jane Pinny' by Philip Ardagh will help children to make comparisons between the rich and poor people during Victorian times and learn how life differed amongst the people living in the Victorian Times. After reading 'Queen Victoria's Bathing Machine' by Gloria Whelan, children will research, design and evaluate Victorian bathing machines, before making their own as part of the Design and Technology learning.

Learning links (previous learning):

Queen Elizabeth's Jubilee.
Queen Elizabeth's death.

Celebrating diversity and inspirational People:

Queen Victoria
Queen Elizabeth II
Sarah Forbes Bonetta
Prince Albert

Launch and Landings

Launch: Carousel of activities including making traditional Victorian peg dolls, exploring Victorian toys, and comparing Victorian inventions to modern day.

Mini-landing: Design and create our own Victorian spinning tops.

Landing: Victorian dress up day with a visit from a Victorian teacher.

Showcase to Parents/Carers: Hosting a Year 2 Great Exhibition

Experiential learning opportunities:

Victorian dress up day.

Enquiry Challenge	Cross-Curricular Writing Opportunities
<p>Term 1- Challenge 1: Cross Curricular writing – A Victorian School Survival Guide</p> <p>Term 1- Challenge 2: Victorian Dress up day – What was life like for a Victorian child?</p> <p>Term 2 - Challenge 3: Invention design for showcasing at The Great Exhibition</p> <p>Term 2 - Challenge 4: Victorian artefact leaflet</p>	<p>Term 1: Survival guide for life in a Victorian school</p> <p>Term 2: Fact file on Sarah Forbes Bonetta</p>

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

History

D & T

As historians we will learn about What was life like in Victorian Times?

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

- 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 e.g. in a simple historical account

- 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.
- 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: 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

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

Key dates: Elizabeth 1: 1533 – 1603 Victoria: 1819 – 1903 Elizabeth 2: 1926 –2022 Great Exhibition 1851

Geography

Art

As Geographers we will: develop our geography knowledge of place and ocean names, using maps and atlases to locate them.

As Artists we will: Use drawing techniques to create a portrait drawing of our own Victorian photograph.

- 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.

- Look at photographs of Victorian people – discuss technology in Victorian Times e.g. cameras – discuss process of daguerreotype
- Draw different people from old Victorian photographs – discuss their body position and expression
- Explore mark making and line through directed drawing

<ul style="list-style-type: none"> 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>	<ul style="list-style-type: none"> Discuss different tone – black and white – how can we add shading to show more detail? What different drawing materials could we use to create more effect? Chalk, charcoal, pastels During Victorian Dress up Day! Stage own Victorian photograph Create a line drawing of the photograph using different techniques review their own work and the work of others commenting on similarities and differences End piece: Use drawing techniques to create a drawing of own Victorian photograph <p>Vocabulary: hatching/cross-hatching, stippling, portrait, self-portrait, line drawing, detail, pastels, drawings, line, bold, size, space.</p>
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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"> Queen Victoria’s Bathing Machine The Secret Diary of Jane Pinny The Grotlyn <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 experiences, diary entries.</p>	<ul style="list-style-type: none"> Place Value Addition and subtraction Shape Number bonds to 10, 20 and 100 2, 5, 10 times tables

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 	<p>As Musicians we will develop our musical skills and knowledge through Beacon Bristol music scheme:</p>

<ul style="list-style-type: none"> • Sending and retrieving • Health and Fitness • Gymnastics 	Chronology
Computing	PSHE
<p>In computing we will develop skills through Teach Computing scheme: scheme: Online Safety (T1) Robot Algorithms (T2)</p>	<p>As fit and healthy citizens we will develop our knowledge through SCARF scheme unit:</p> <ul style="list-style-type: none"> • Me and my relationships • Valuing difference.
RE and World Views	Science
<p>As philosophers we will explore the question: Does praying at regular intervals help a Muslim in his/ her everyday life? Is it possible to be kind to everyone all of the time?</p>	<p><u>Working Scientifically</u> Seasonal Changes – Is the weather the same in every country? Every Day Materials</p>