

Medium Term Plan: Victorians - Cycle A

Historical Concept	Previous historical vocabulary	New historical vocabulary
<ul style="list-style-type: none"> Historical enquiry Chronological understanding Change and Continuity 	old; new; past; today; tomorrow; yesterday; long ago; before; after; different; same; similar; like;	present; then; now; timeline; sequence; recent; artefact; Victorian; Queen Victoria; empire; school; blackboard; chalk; slate; dunce cap; ink well; mangle; posser; Prince Albert; coronation; steam engine; George Stevenson; railway; Florence Nightingale; Scutari;
Previous Learning End Point Assessment in this concept:	End Point Assessment Statements:	
<ul style="list-style-type: none"> I take an interest in and comment on unknown objects I take an interest in and comment on familiar situations from the past I listen to and talk about non-fiction books and apply new knowledge and vocabulary I talk about my ideas regarding artefacts using my knowledge or seeking more information I can use the vocabulary today, tomorrow, yesterday in the correct context I am beginning to understand that some events happened out of my own timeline I can sequence events using time specific words I know some similarities and difference between things in the past and now drawing on my experiences and what I have learned in class I am understand what different and similar means 	<ul style="list-style-type: none"> I can ask and answer questions about school life in Victorian times I can use a range of sources to understand key features of Victorian life for children I can identify different ways in which Victorian life is represented I can research significant Victorian people to find out more about their lives I understand and use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; I can use a simple timeline to show when events happened from most recent to furthest in the past I can sequence events on a timeline I understand that some objects belong to the past and can begin to explain why I can give a plausible explanation about what an object was used for in the past. 	<ul style="list-style-type: none"> I know the differences between the lives of children now and in Victorian times I understand that we have a queen who rules us and that Britain has had a king or queen for many years. I know that the Victorian era is named after Queen Victoria. I can recount parts of the life of Queen Victoria and what she did earlier and what she did later. I can explain how new laws started to change the lives of children in Victorian times I know what Florence Nightingale did and how it changed hospitals and nursing I can explain why Florence Nightingale is a significant figure I can explain why Britain has a special history by naming some famous events and some famous people from the Victorian era

	Revisit of knowledge short AfL lesson	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7	Lesson 8
Learning Question		What do we know about Queen Victoria?	What do we know about Queen Victoria? (part 2)	Are our homes different to the Victorians?	What was it like for children in Victorian times?	What was school like for Victorian children?	How did the Victorians travel?	Why is Florence Nightingale a famous Victorian?	How did Florence Nightingale change things?
Conceptual Knowledge		<ul style="list-style-type: none"> I know that the Victorian era is named after Queen Victoria. I can use a simple timeline to show when events happened from most recent to furthest in the past 	<ul style="list-style-type: none"> I understand that we have a queen who rules us and that Britain has had a king or queen for many years. I can recount parts of the life of Queen Victoria and what she did earlier and what she did later. 	<ul style="list-style-type: none"> I understand that some objects belong to the past and can begin to explain why I can give a plausible explanation about what an object was used for in the past. 	<ul style="list-style-type: none"> I can use a range of sources to understand key features of Victorian life for children I know the differences between the lives of children now and in Victorian times I can explain how new laws started to change the lives of children in Victorian times 	<ul style="list-style-type: none"> I can ask and answer questions about school life in Victorian times I can explain how new laws started to change the lives of children in Victorian times 	<ul style="list-style-type: none"> I can explain why Britain has a special history by naming some famous events and some famous people from the Victorian era 	<ul style="list-style-type: none"> I can explain why Florence Nightingale is a significant figure I can explain why Britain has a special history by naming some famous events and some famous people from the Victorian era 	<ul style="list-style-type: none"> I know what Florence Nightingale did and how it changed hospitals and nursing
Review/ Revisit	Y1 – use of appropriate vocabulary – past, old, new, before, after Y2 recall of grandparents toys/ childhood from Cycle BY2 – Link to knowledge of school now and in		What do we know about Queen Victoria so far?	Time line of Queen Victoria Key dates from last lesson	What do they remember from last week – if the homes had no electricity and gas – what was used instead? What do they think it meant for the types of jobs people did?	Recap law changing so children had to attend school	Can you remember some of the inventions/ changes that happened whilst Victoria was queen?	What was George Stevenson famous for?	What do we know about Florence Nightingale?
Read		Short biography of Queen Victoria Give me three facts	Later in lesson – biog of Victoria Skim and scan to find the word(s)...	Text about Victorians life Black out words – hide very simple words which chn would know/think of	Later in lesson – text on working children Highlight the facts – choose your top two most interesting facts	Notice, wonder, infer: Image of victorian school – chn make obs and inferences and ask Qs Later in lesson Text about Victorian school Tell me: What you would like / dislike	Text about development of railways Hide text title – teacher to read text and chn to think of what the 'theme' title is based on the key words	Key words about Florence Nightingale	Text about Florence Nightingale First impressions – what do you think of Florence? What type of person was she?

Teach	Kenya (Geog unit Cycle B)	Today we're going to find out about a person who was born more than 200 years ago. She became a queen and ruled for 63 years. Show picture of Queen Victoria – do you know who this is? Look at different images of Victoria. <i>Why does she look different in some pictures/ photos? Why are photos black and white? Why are there some paintings/ not photos?</i> Show timeline going from Victoria's birth to present day. Put on when she was born and when she died. Add on when she became queen. She was queen for 63 years and a lot happened in Britain and the World whilst she was queen. We call this time the Victorian Age and the people who lived at the time Victorians.	Discuss Victoria's life Prince Albert Children What happened after he died Empire Brief mention of Industrial Revolution – so people moving to cities and mechanisation https://www.bbc.co.uk/bitesize/topics/zkrkscw/articles/zfdkxhk https://www.bbc.co.uk/teach/class-clips-video/ks2-queen-victoria-the-ultimate-victorian/z79vvhbk	Images of household utensils from Victorian times – what are they? Talk to partner – what were houses like in Victorian times? How were they different to now? Take ideas and discuss how they were heated and lit – the jobs that needed doing Difference between rich and poorer households Washing laundry Cooking Cleaning compared to now	Discuss why children worked in Victorian times and the jobs they did. Coal mines - https://www.bbc.co.uk/programmes/p0115g6d Domestic - https://www.bbc.co.uk/programmes/p01145qm Textile Mills - https://www.bbc.co.uk/programmes/p01157jx Law changed so children were expected to go to school	What do you think school was like in Victorian times? How would it be different to now? Discuss Look at images of Victorian schools – has it changed any one's ideas? https://www.bbc.co.uk/programmes/p0115hdq https://www.bbc.co.uk/programmes/p011448p Explain rules; punishments; blackboards and slates; expectations; 3Rs; Difference between girls and boys etc	How did Victorian's travel? Take ideas No cars, no planes; very early days of bicycles So how did they get around? Introduction of railways made a big difference George Stevenson and Rainhill trials (8 years before Victoria queen) Discuss railways and what this meant for travel and moving things around the country https://www.bbc.co.uk/bitesize/clips/z8vb4wx Add onto timeline	Intro Florence Nightingale and Crimean War and what she did https://www.bbc.co.uk/bitesize/topics/zns9nrd/articles/znsct39 Add Florence Nightingale onto timeline	https://www.bbc.co.uk/teach/class-clips-video/true-stories-florence-nightingale/z68fcqt What did Florence Nightingale do in the Scutari hospital? Did everyone agree with her? What did people think of Florence? Different opinions https://www.youtube.com/watch?v=hoQ-Zqv_fZg How did hospitals and nursing change after Florence Nightingale?
Practise		What do we know about Queen Victoria? <i>Mind maps</i> Model answers together		Small groups – given a “job” need to explain how it was done in Victorian times and how now	Model a diary entry as a child having to work in a mine. <i>Use coloured text boxes to model the different parts of a diary entry</i>	Can children say what Victorian's would do instead of what we do.. e.g. PE – drill writing in books – slates rubbing mistakes out – dunces cap	Why was the Rainhill Trials so important?	Discuss and write up key points in Florence's life	Identify what Florence changed on an image on the flip together
Apply		Image of Victoria in books – children write what they know about her Then what they think they know from the images they've seen		Images -explain what items are for and why <i>Extend it! (verbal)</i> Y2 - Give an explanation of how Victorian houses are different to houses now	Y2 – Diary entry of working as a servant in a big house Y1 – using ideas from modelled write to write own sentences about working down a mine	Images – explain what they are for After visit to Victorian School children will write up a recount of their day in school <i>Timeline of trip to support plan</i>	How did steam engines change things for the Victorians? Speech bubbles for people looking at the engines	Sequence at least 4 main points of Florence's life <i>Timelines</i> Y2 – explain why she is famous	Identify ways in which Florence changed hospitals/ nursing Y2 – Letter home from Scutari hospital describing what it is like
Reflect		What do you want to find out in history about the Victorians?		Which would you rather live in and why? Section about how awful Buckingham Palace was: https://www.bbc.co.uk/iplayer/episode/b0649kbr/horrible-histories-series-6-11-tricky-queen-vicky-special	Do you think everyone was happy that they made it law to go to school? Why?	Do you think children liked school in Victorian times? Why? How is it different to now?	How do you think people felt about steam trains when they first heard about them?	Was Florence brave to go to the Crimea? Why?	Why is there a statue of Florence Nightingale in London? Why is she remembered?

End of Unit Assessment:

Recreate part of a day in school for Victorian Children – video and post on dojo for parents

Medium Term Plan: Do We Like To Be Beside The Seaside? - Cycle A

Historical Concept	Previous historical vocabulary	New historical vocabulary
<ul style="list-style-type: none"> Historical enquiry Chronological understanding Change and Continuity 	old; new; past; today; tomorrow; yesterday; long ago; before; after; different; same; similar; like;	Holiday; steam train; spa; Funicular; bathing machines; Pier; promenade; parasol
Previous Learning End Point Assessment in this concept:	End Point Assessment Statements:	End Point Assessment Statements:
See Geography – Do we like to be beside the seaside unit for cross-curricular links <ul style="list-style-type: none"> I take an interest in and comment on familiar situations from the past I understand the past through settings, characters and events encountered in books I can use the vocabulary today, tomorrow, yesterday in the correct context I am beginning to understand that some events happened out of my own timeline I can talk about events in my life I can sequence events using time specific words I know some similarities and differences between things in the past and now drawing on my experiences and what I have learned in class I can talk about the lives around me and their role in society I understand what different and similar means 	<ul style="list-style-type: none"> I understand and use phrases and words like: ‘before’, ‘after’, ‘past’, ‘present’, ‘then’ and ‘now’; I can use a variety of sources to find out about how seaside towns have changed over time I understand that some objects belong to the past and can begin to explain why I can give a plausible explanation about what an object was used for in the past. I can identify the differences between seaside resorts in the past and now. I can explain why these changes took place 	<ul style="list-style-type: none"> I know why seaside resorts became popular in the past I know how UK seaside resorts have changed over time I know and can retell the story of Grace Darling and say why she is famous

	Revisit of knowledge short Afl lesson	Lesson 1	Lesson 2	Lesson 3
Learning Question		When did we start going on seaside holidays? What was it like in the past?	How have seaside towns changed over time?	Who was Grace Darling and why is she famous?
Conceptual Knowledge		<ul style="list-style-type: none"> I know why seaside resorts became popular in the past I understand and use phrases and words like: ‘before’, ‘after’, ‘past’, ‘present’, ‘then’ and ‘now’; 	<ul style="list-style-type: none"> I know how UK seaside resorts have changed over time I can use a variety of sources to find out about how seaside towns have changed over time I can identify the differences between seaside resorts in the past and now. I can explain why these changes took place 	<ul style="list-style-type: none"> I know and can retell the story of Grace Darling and say why she is famous
Review/ Revisit	Recap geography knowledge about the seaside.	Recap timeline of Victorians to now and take beyond to include when seaside holidays started	Recap last week’s lesson on Victorian seaside holidays.	Recap Victorian timeline and where the person we’re talking about today fits in previous history work. Recap what we know about Seaside at that time
Read		Key words for lesson Short text about holidays in the past	Key words for lesson Text about the seaside	Later in lesson - part of the story of Grace Darling
Teach		When did people start going to the seaside? Why did people go to the seaside? It was seen as being good for your health. Taking the waters was popular for rich people in the 1700s. Scarborough was the first UK seaside resort. How did people travel to the seaside? Why was it rich people who went first? Images of Victorian seaside... Bathing machines Pier Clothes entertainment	Seaside holiday recording - https://www.bbc.co.uk/teach/school-radio/audio-stories-victorian-seaside/zfxjkmn Timeline – adding Victorian holidays and grandparents holidays (60’s/ 70s) Feedback from grandparents questions. What were holiday like for them? How did they get there? Where did they stay? What did they do? Did they always holiday in this country? Why? Discuss activities; holiday camps etc. Holidays now? What do they do at the seaside? Is it always in this country? Cheaper airfares. What do they do? What has changed? What has stayed the same?	What does famous mean? Gradually uncover the image of Grace Darling – what does this picture tell us? What is happening? What do you think about the person in the picture. Why is she famous what did she do? https://www.bbc.co.uk/teach/class-clips-video/true-stories-grace-darling/z4y7pg8 Discuss what they think about Grace. If she saved the people with her father, why is it only Grace that we remember? Look at different images and work out which could be true and which can’t why is all the focus on Grace? Discuss thoughts about women at that time and why it was reported the way it was.
Practise		Sorting true and false statements about seaside holidays in the past	Sort out grandma’s muddled up photos – can small groups of children sort the photos out into 100 years ago, 1960s and now? Discuss how could they tell – what has changed? Has anything stayed the same?	Why did Grace Darling do what she did?

Apply		Y2 – postcard from Victorian seaside; explaining what they have been doing and image on front to show a beach scene	Y1 – photograph of Edwardian seaside and current Write sentences to describe both Y2 – 3 images of seaside Describe how seaside has changed over time	Y2 – retelling the story of Grace Darling Y1 – speech bubble for Grace to explain why she did what she did I think Grace Darling is famous because...
Reflect		Questions for grandparents as home work – what was their seaside holidays like? Where did they go and what do they do?	What’s the best part of going to seaside in the past? Now?	Share ideas/ work with partner and discuss. Did they get all the main points
<p>End of Unit assessment: Y1 – unseen photo from approx. 100 years ago. What does the picture tell us about the seaside 100 years ago? What else happened at the seaside that we can’t see in the photo? Written or recorded explanation of what they can tell in the photo and what the have learned.</p> <p>Y2 – 3 images 100 years ago/ 1960s and present Put in chronological order and explain at least 2 main changes between each picture.</p>				