



# Medium Term Unit Planning

**Topic Name: The Victorians**

**Learning outcome:**

*By the end of this topic the children will be able to understand how life in Victorian Britain was different to their own. They will be able to say how things changed during this time. They will also be able to compare this time to others they have learnt about previously.*

**Hook: Trip to the Black Country Museum**

**Topic Showcase (e.g. display, museum, performance, presentation):**

**Oracy: The children will have the opportunity to present their work in Assemblies.**

**Key Vocabulary: Victorian, Queen Victoria, Workhouse, Chimney Sweep, Pick Pocket, Gruel**

**Key Texts (whole class reading/end of the day book/Talk for Writing Texts etc.):  
Oliver Twist: Charles Dickens (Marcia Williams version)**

**Citizenship/Community Opportunities:**

***(Focus – change in attitude/increase knowledge and awareness/make a difference)***

***The children will have a wider understanding of how life in the Victorian times was so different to that of their own. This will hopefully cause a greater appreciation for the things they have now.***



# Medium Term Unit Planning

**Experiences/Visits/Visitors:**  
Trip to the black country museum

**Main Subjects covered: History, Literacy**

## **Subject 1 Threshold concepts**

### **Investigate and interpret the past**

This concept involves understanding that our understanding of the past comes from an interpretation of the available evidence.

### **Build an overview of world history**

This concept involves an appreciation of the characteristic features of the past and an understanding that life is different for different sections of society.

### **Understand chronology**

This concept involves an understanding of how to chart the passing of time and how some aspects of history studied were happening at similar times in different places.

### **Communicate historically**

This concept involves using historical vocabulary and techniques to convey information about the past.

**Notes:**



# Medium Term Unit Planning

Lesson title and learning Intention	Threshold concepts (success criteria)	Milestones (success criteria)	Lesson structure/differentiation
<p>1. Who was Queen Victoria</p>	<p><b>Investigate and interpret the past</b> This concept involves understanding that our understanding of the past comes from an interpretation of the available evidence.</p> <p><b>Build an overview of world history</b> This concept involves an appreciation of the characteristic features of the past and an understanding that life is different for different sections of society.</p> <p><b>Understand chronology</b> This concept involves an understanding of how to chart the passing of time and how some aspects of history studied were happening at similar times in different places.</p>	<ul style="list-style-type: none"> <li>○ Give a broad overview of life in Britain from ancient until medieval times.</li> <li>○ Compare some of the times studied with those of other areas of interest around the world.</li> <li>○ Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> <li>○ Suggest causes and consequences of some of the main events and changes in history.</li> </ul>	<ul style="list-style-type: none"> <li>○ Introduce children to the Victorians.</li> <li>○ Discuss who queen Victoria was, and how she changed things in Britain.</li> <li>○ Design there own stamp of Queen Victoria.</li> </ul>



# Medium Term Unit Planning

<p>2. Victorian timeline</p>	<p><b>Build an overview of world history</b> This concept involves an appreciation of the characteristic features of the past and an understanding that life is different for different sections of society.</p> <p><b>Understand chronology</b> This concept involves an understanding of how to chart the passing of time and how some aspects of history studied were happening at similar times in different places.</p> <p><b>Communicate historically</b> This concept involves using historical vocabulary and techniques to convey information about the past.</p>	<ul style="list-style-type: none"> <li>○ Place events, artefacts and historical figures on a time line using dates.</li> <li>○ Understand the concept of change over time, representing this, along with evidence, on a time line.</li> <li>○ Use dates and terms to describe events.</li> </ul>	<ul style="list-style-type: none"> <li>○ Discuss some of the key dates from the Victorian era.</li> <li>○ Discuss the importance of these dates and how they effected the Victorians and also how they affect us now.</li> <li>○ Then, give the children the opportunity to sort through the dates and plot these on their own timeline.</li> </ul>
<p>3. Victorian school room</p>	<p><b>Investigate and interpret the past</b> This concept involves understanding that our understanding of the past comes from an interpretation of the available evidence.</p> <p><b>Build an overview of world history</b></p>	<ul style="list-style-type: none"> <li>○ Describe the social, ethnic, cultural or religious diversity of past society.</li> <li>○ Give a broad overview of life in Britain from ancient until medieval times.</li> </ul>	<ul style="list-style-type: none"> <li>○ Look through information on a Victorian school room.</li> <li>○ Role play what it would have been like and discuss the school rules.</li> <li>○ Explain to the children that the way we write now is different to how children</li> </ul>



# Medium Term Unit Planning

	<p>This concept involves an appreciation of the characteristic features of the past and an understanding that life is different for different sections of society.</p> <p><b>Communicate historically</b> This concept involves using historical vocabulary and techniques to convey information about the past.</p>	<ul style="list-style-type: none"> <li>○ Compare some of the times studied with those of other areas of interest around the world.</li> <li>○ Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> <li>○ Suggest causes and consequences of some of the main events and changes in history.</li> </ul>	<p>had to learn in the Victorian times.</p> <ul style="list-style-type: none"> <li>○ Then, complete a copperplate writing task with the children.</li> </ul>
<p>4. Victorian children at work</p>	<p><b>Investigate and interpret the past</b> This concept involves understanding that our understanding of the past comes from an interpretation of the available evidence.</p> <p><b>Build an overview of world history</b> This concept involves an appreciation of the characteristic features of the past and an</p>	<ul style="list-style-type: none"> <li>○ Describe the social, ethnic, cultural or religious diversity of past society.</li> <li>○ Give a broad overview of life in Britain from ancient until medieval times.</li> <li>○ Compare some of the times studied with those of other areas of interest around the world.</li> </ul>	<ul style="list-style-type: none"> <li>○ Look at some of the jobs that Victorian children did during this time.</li> <li>○ Compare this to what children do now.</li> <li>○ Discuss whether these jobs were safe and acceptable for children to do.</li> <li>○ Discuss some of the rules and regulations that changed to benefit the children.</li> </ul>



# Medium Term Unit Planning

	<p>understanding that life is different for different sections of society.</p> <p><b>Communicate historically</b> This concept involves using historical vocabulary and techniques to convey information about the past.</p>	<ul style="list-style-type: none"> <li>○ Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> <li>○ Suggest causes and consequences of some of the main events and changes in history</li> </ul>	<ul style="list-style-type: none"> <li>○ Design a poster showcasing all of the Victorian jobs for children.</li> </ul>
<p>5. Victorian workhouses</p>	<p><b>Investigate and interpret the past</b> This concept involves understanding that our understanding of the past comes from an interpretation of the available evidence.</p> <p><b>Build an overview of world history</b> This concept involves an appreciation of the characteristic features of the past and an understanding that life is different for different sections of society.</p> <p><b>Communicate historically</b> This concept involves using historical vocabulary and techniques to convey information about the past.</p>	<ul style="list-style-type: none"> <li>○ Describe the social, ethnic, cultural or religious diversity of past society.</li> <li>○ Give a broad overview of life in Britain from ancient until medieval times.</li> <li>○ Compare some of the times studied with those of other areas of interest around the world.</li> <li>○ Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> </ul>	<ul style="list-style-type: none"> <li>○ Take a look at the Victorian workhouse information. Link this to what the children have learnt from Oliver Twist.</li> <li>○ The children will then create an information poster about the workhouses.</li> </ul>



# Medium Term Unit Planning

		<ul style="list-style-type: none"> <li>○ Suggest causes and consequences of some of the main events and changes in history</li> </ul>	
<p>6. Victorian Inventions</p>	<p><b>Investigate and interpret the past</b> This concept involves understanding that our understanding of the past comes from an interpretation of the available evidence.</p> <p><b>Build an overview of world history</b> This concept involves an appreciation of the characteristic features of the past and an understanding that life is different for different sections of society.</p> <p><b>Understand chronology</b> This concept involves an understanding of how to chart the passing of time and how some aspects of history studied were happening at similar times in different places.</p> <p><b>Communicate historically</b> This concept involves using historical vocabulary and techniques to convey information about the past.</p>	<ul style="list-style-type: none"> <li>○ Describe the social, ethnic, cultural or religious diversity of past society.</li> <li>○ Give a broad overview of life in Britain from ancient until medieval times.</li> <li>○ Compare some of the times studied with those of other areas of interest around the world.</li> <li>○ Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> <li>○ Suggest causes and consequences of some of the main events and changes in history</li> </ul>	<ul style="list-style-type: none"> <li>○ Take a look at some Victorian inventions.</li> <li>○ Discuss how these inventions are different now.</li> <li>○ Create a comparison between modern day houses and Victorian times and how these are different.</li> </ul>



# Medium Term Unit Planning

--	--	--	--