

Topic Name: The Victorians	
, .	understand how life in Victorian Britain was different to their Juring this time. They will also be able to compare this time
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 Oliver Twist: Charles Dickens (Marcia Williams versio	
Citizenship/Community Opportunities: (Focus – change in attitude/increase knowledge an The children will have a wider understanding of how own. This will hopefully cause a greater appreciation	v life in the Victorian times was so different to that of their



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.

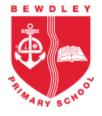
Notes:



Lesson title and	Threshold concepts (success criteria)	Milestones	Lesson
learning Intention		(success criteria)	structure/differentiation
1. Who was Queen Victoria	 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. 	 Give a broad overview of life in Britain from ancient until medieval times. Compare some of the times studied with those of other areas of interest around the world. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. Suggest causes and consequences of some of the main events and changes in history. 	 Introduce children to the Victorians. Discuss who queen Victoria was, and how she changed things in Britain. Design there own stamp of Queen Victoria.



2. Victorian timeline	 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. 	 Place events, artefacts and historical figures on a time line using dates. Understand the concept of change over time, representing this, along with evidence, on a time line. Use dates and terms to describe events. 	 Discuss some of the key dates from the Victorian era. Discuss the importance of these dates and how they effected the Victorians and also how they affect us now. Then, give the children the opportunity to sort through the dates and plot these on their own timeline.
3. Victorian school room	 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 	 Describe the social, ethnic, cultural or religious diversity of past society. Give a broad overview of life in Britain from ancient until medieval times. 	 Look through information on a Victorian school room. Role play what it would have been like and discuss the school rules. Explain to the children that the way we write now is different to how children



	This concept involves an appreciation of the characteristic features of the past and an understanding that life is different for different sections of society. Communicate historically This concept involves using historical vocabulary and techniques to convey information about the past.	 Compare some of the times studied with those of other areas of interest around the world. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. Suggest causes and consequences of some of the main events and changes in history. 	had to learn in the Victorian times. • Then, complete a copperplate writing task with the children.
4. Victorian children at work	 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 	 Describe the social, ethnic, cultural or religious diversity of past society. Give a broad overview of life in Britain from ancient until medieval times. Compare some of the times studied with those of other areas of interest around the world. 	 Look at some of the jobs that Victorian children did during this time. Compare this to what children do now. Discuss whether these jobs were safe and acceptable for children to do. Discuss some of the rules and regulations that changed to benefit the children.



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5. Victorian workhouses	Investigate and interpret the past This concept involves understanding that our understanding of the past comes from an interpretation of the available evidence.	 Describe the social, ethnic, cultural or religious diversity of past society. Give a broad overview of life in Britain from ancient until medieval times. Take a look at the Victorian workhouse information. Link this to what the children have learnt from Oliver Twist on The children will then creat an information poster about the workhouses. 	k st. te
	 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. Communicate historically This concept involves using historical vocabulary and techniques to convey information about the past. 	 Compare some of the times studied with those of other areas of interest around the world. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. 	



		 Suggest causes and consequences of some of the main events and changes in history 	
6. Victorian Inventions	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.	 Describe the social, ethnic, cultural or religious diversity of past society. Give a broad overview of life in Britain from ancient until medieval times. Compare some of the times studied with those of other areas of interest around the world. Take a look at some Victorian inventions. Discuss how these invention are different now. Create a comparison between modern day houses and Victorian time and how these are differe 	es
	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.	 Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. 	
	Communicate historically This concept involves using historical vocabulary and techniques to convey information about the past.	 Suggest causes and consequences of some of the main events and changes in history 	

