



SUBJECT MEDIUM TERM PLANNING – SUBJECT – History

Year Group: 2	TERM: Autumn	Theme: Victorians
<p>National Curriculum: Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.</p> <p>events beyond living memory that are significant nationally or globally</p> <p>the lives of significant individuals in the past who have contributed to national and international achievements.</p>		
Context: Link to literacy – Oliver Twist	Concepts: Change, continuity, similarity and difference, monarchy, chronology.	Vocabulary: Compare, contrast, time, historical, sources, Victorian, monarch, queen, significant.
<p>Prior Knowledge:</p> <p>Year 1 timelines – beyond living memory, within living memory, significant events, how to build a timeline.</p> <p>Year 1 historical skills – looking at sources, describing life in the past, sorting objects between the past and present, ordering events on a timeline.</p>		<p>Future Knowledge:</p> <p>Significant people – creating a booklet of significant people</p> <p>Comparing and contrasting life in two different time periods</p> <p>Discuss the causes of events or motives for people to act the way they did in the past.</p>
<p>End points /by the end of this unit pupils will...</p> <p>Understand where the Victorian period fits on a chronological timeline</p> <p>Empathise with children going to school in Victorian times and explain what life was like for them</p> <p>Describe the life of a significant Victorian figure</p> <p>Compare and contrast some aspects of life in Victorian times with today</p>		



Lesson Number 1

<p>Key learning: Understand how to put people, events and objects in order of when they happened, using a scale the teacher has given me.</p>	<p>Concepts: Chronology Time period Time line Past Present Beyond living memory</p>	<p>Lesson structure: Introduction, direct teaching, activities, key questions</p> <p>Intro - Using timelines from Y1 GFOL lessons, ask children to order events. What does the green and blue mean?</p> <p>Direct teaching – Introduce Queen Victoria – who she is, why she is important. Discuss how long she reigned for (1837 – 1901). This was an important time period in British History when a lot of change occurred.</p>
<p>Success Criteria: <i>This should what the children should be able to do by the end of the lesson</i> - I can build a timeline that shows within and beyond living memory - I can show the Victorian time period within my timeline - I can explain where the Victorian period fits within the past using my previous knowledge of other historical events</p>	<p>Suggested resources: Multilink cubes Pictures to represent different historical events</p>	<p>Activities – Children build timeline using multilink cubes in groups. Add significant events they hae previously learnt to the timeline. Use a different colour to illustrate the time period of the Victorians. Photograph for evidence.</p> <p>Key questions – what is chronology? What is a time period?</p> <p>Challenge: Could children add the time period for Queen Elizabeth II to their timeline? Look at the dates – can the children begin to read the 4 digit numbers and compare using the numbers without the concrete resource.</p> <p>Adaptive teaching for SEND: Instead of introducing Victorian period, just add date that Victoria came to the throne.</p>
<p>Vocabulary: Time line, chronological, time period, significant event, Victorians, Queen Victoria</p>		

Lesson Number 2

<p>Key learning: To describe what life was like for people in the past.</p>	<p>Concepts: Compare Contrast Difference</p>	<p>Lesson structure: Introduction, direct teaching, activities, key questions</p> <p>VICTORIAN DAY</p>
<p>Success Criteria: This should what the children should be able to do by the end of the lesson</p> <ul style="list-style-type: none"> - Describe what school life was like for Victorian children - Explain why they would/would not like to be a school child in Victorian times 	<p>Suggested resources: Victorian school resources – Pic of queen Vic Dunce cap Cane Black card for IWB Black card for chn and white chalk. Charcoal for observational drawing.</p>	<p>Intro – before the day, explaining to children that we will be having a Victorian day experience. Children will be coming to school dressed in Victorian clothing and the classroom will look very different so that it feels like a classroom from Victorian times.</p> <p>Direct teaching/activities – children to experience what a Victorian classroom was like through experiential learning. The children sit in rows, work in silence, take part in a Victorian curriculum and experience Victorian punitive systems (giving a child ‘the cane’ and the ‘the dunces’ cap’)</p> <p>Key questions – During breaks throughout the day, ask the children the following: What is Victorian school like? How did you feel during the day? Would you like to be in school during Victorian times? How is Victorian school the same/different to school today?</p> <p>These could be recorded by TA to put onto learning journey collage from the day.</p> <p>Challenge: Adaptive teaching for SEND: For some children with SEND, they will not be able to join in the Victorian school experience, so they could access a bank of resources of photos/videos/stories about school life in Victorian times so that they don’t miss out on learning about Victorian school life.</p>
<p>Vocabulary: Dunce cap, cane, chalk boards, strict, rules, national anthem, 3 Rs, drill. Historical vocab – different, past, compare, fairness, empathy.</p>		

Lesson Number 3

<p>Key learning: Describe the differences between then and now</p>	<p>Concepts: Compare Continuity Change Difference</p>	<p>Lesson structure: Introduction, direct teaching, activities, key questions</p> <p>Introduce – show pictures from Victorian day. Ask the children to discuss what school would have been like for Victorian children.</p>
<p>Success Criteria: This should what the children should be able to do by the end of the lesson</p> <ul style="list-style-type: none"> - Describe what school was like in Victorian times - Sort pictures of Victorian school life and school today - Compare Victorian School life with school today - 	<p>Suggested resources: Pictures of Victorian Schools and schools today Hoops Pictures from Victorian day Sources – written account of school from Victorian times</p> <p>http://www.victorianschool.co.uk/free.php</p>	<p>Direct teaching – Recap what Victorian school life was like. This website has some good information http://www.victorianschool.co.uk/schoolday.php</p> <p>Activities – sort pictures/facts of school life today and in Victorian times. Are there any that would fit into both categories? Create ven diagram. Could be done as an individual activity or using hoops on tables.</p> <p>Written task – write sentences to compare school life in vitorian times to today.</p> <p>Challenge: Would you like to be in school today or in Victorian times? Can you explain why?</p> <p>Adaptive teaching for SEND: Word mats, oral recording, group work.</p>
<p>Vocabulary: Dunce cap, cane, chalk boards, strict, rules, national anthem, 3 Rs, drill. Historical vocab – different, past, compare, fairness, empathy.</p>		

Lesson Number 4

<p>Key learning: Discuss the lives of significant individuals in the past who have contributed to national and international achievements.</p>	<p>Concepts: Significance Chronology Importance</p>	<p>Lesson structure: Introduction, direct teaching, activities, key questions</p> <p>Intro – Introduce the life of XXX (someone significant from the Victorian time) Does anyone already know anything about them? Why do you think they are important?</p> <p>Direct teaching – teach children about the life of XXX. Why they are significant, what is important about them. Show children where they go on class timeline.</p>
---	--	--

		<p>Activity – fill in booklet of significant people (to be used throughout the year for difference signif people).</p> <p>Key questions – what does significant mean? Why are they significant? What change did they bring about?</p> <p>Challenge: Adaptive teaching for SEND: Adapted sheet with some information already provided, oral recording with TA scribe, word mats.</p> <p>Suggested significant people – Florence Nightengale, Charles Dickens, Emmeline Pankhurst, Mary Seacole</p>
<p>Success Criteria: This should what the children should be able to do by the end of the lesson</p> <p>I can place XXX's life onto a timeline I can order the events of their life on a timeline I can explain why XXX is important</p>	<p>Suggested resources: Significant people booklet to be filled in over the year</p>	
<p>Vocabulary: Significant, important, change, impact. Specific vocab to person chosen</p>		

Lesson Number 5		
<p>Key learning: Compare and contrast different eras of time Context: Victorian Christmas</p>	<p>Concepts: Similarity Difference Change</p>	<p>Lesson structure: Introduction, direct teaching, activities, key questions</p> <p>Intro – look at pictures around the classroom of Victorian xmas. What do you think was similar? What do you notice that was different?</p> <p>Direct teaching – Discuss Victorian xmas with focus on Victorian food, toys and trees. Use sources to show what xmas was like for Victorians.</p> <p>Activities – Sorting pictures from Victorian Xmas and modern xmas. Draw a xmas tree – half with images and things you would see at victorian xmas, half to depict modern xmas.</p>
<p>Success Criteria: This should what the children should be able to do by the end of the lesson</p> <ul style="list-style-type: none"> I identify similarities and differences between an 	<p>Suggested resources: Sources – pictures of Victorian Christmasses and today</p>	

<p>Victorian Christmas and a Christmas in 2022</p> <p>I know that the Victorians began many of our Christmas traditions</p> <p>I can compare elements of Christmas by drawing half a Victorian Christmas tree and half a modern Christmas tree</p>		<p>Key questions – Why did Victorians use candles instead of electric lights? What is the difference between the materials used in Vic times to make toys compared to today? Why? What is different about a Vic xmas? Is there anything that is the same?</p> <p>Challenge: Can you explain how a Victorian xmas might have been different to today? Can you compare xmas today with Victorian times? Record answers.</p> <p>Adaptive teaching for SEND: Oral recording, word mats, visuals on tables to support their understanding, sorting pictures on xmas tree instead of drawing their own.</p>
<p>Vocabulary:</p>		