

Year 1 – History – Victorians

National Curriculum:

Events beyond living memory.

Know where people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.

Able to use a wide vocab of everyday historical terms.

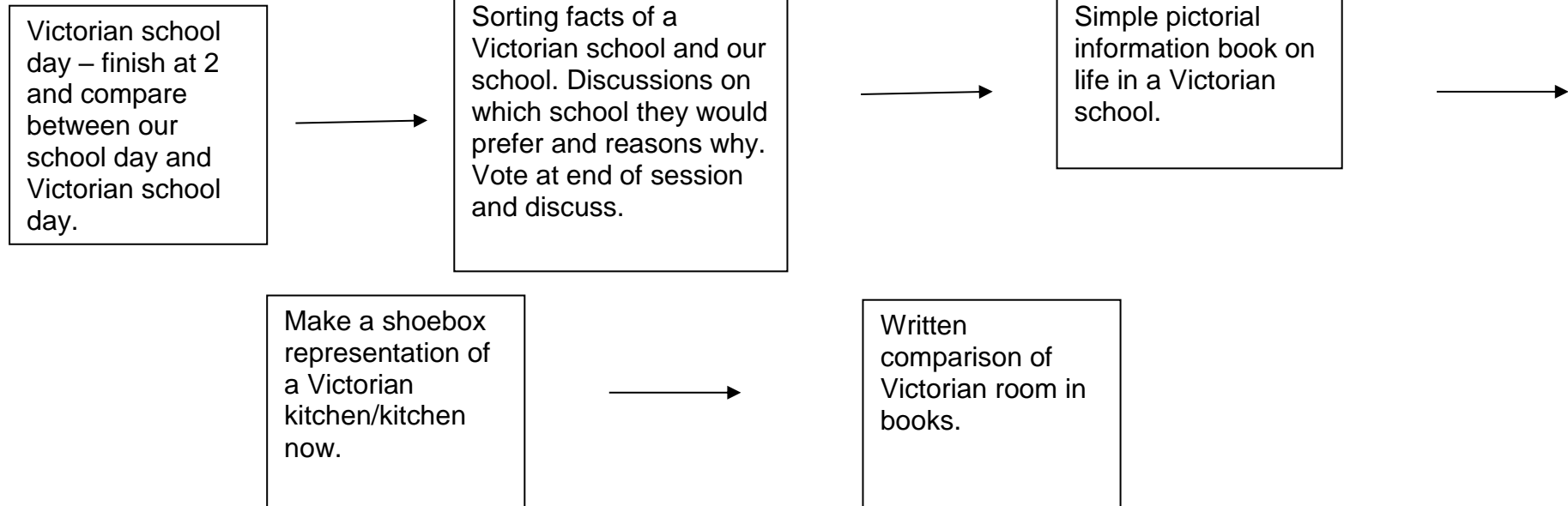
Ask and answer questions.

Understand some of the ways in which we find out about the past and different ways it can be represented.

Vocabulary:

Victorians, old, new, past, comparison, similarities, differences, artefacts, Queen Victoria, beams, mangles, dolly, straw, chamber pot, bedpan, bustles, corsets, washboard, significant, electricity, gas stoves, candle light, slates, chalk boards, chalk, dunce hat, cane, lanterns, arithmetic, latin, era

Pre-teach day before Victorian school day:
Discuss Victorian school routines, distance and travelling to school. Rewards and sanctions, uniform, lunch and lessons.



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History Medium Term Planning

Year Group: Year 1 Term: Victorians

Topic: History

	Learning Objective	Input (including key questions and vocabulary)
Session 1	I can find out information about Victorian schools.	<p>Following on from pre-teach children will be Victorian children for the day. Teachers to act in a strict role. Information to be given throughout the day for a Victorian school e.g play games Victorians would have played, teacher talks children write, punishments for people talking (dunce hat sitting in corner), stand behind desk when adults enter the room, abacus for maths work, cover everything in black paper so classroom is dark, line up in boys/girls line calling boys master, checking fingernails after going to the toilet.</p> <p>Finish at 2 and compare between our school day and a Victorian school day.</p>

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Session 2	I can sort facts from different eras and say what I prefer.	<p>Teacher re-cap Victorian schools. Discuss comparisons, using similarities and differences. In mixed ability groups, children to sort pictures and some written facts into Victorian or schools now.</p> <p>(TA to collate for working wall)</p> <p>Once completed, as a whole class discuss which school they would prefer and give reasons why. At the end of the session take a vote.</p>
Session 3	I can design an information book on Victorian schools.	<p>Teacher to re-cap Victorian schools. Show pictures of uniform, resources, games, the cane etc. Discuss what these represent/were used for. Teacher to model simple sentence(s) discussing what is in the picture.</p>
Session 4	I can visit a Victorian school.	<p>Trip to Manor Farm. Teacher to take photos and videos for next sessions (special focus on kitchens)</p>
Session 5	I can design and compare kitchens from then and now.	<p>Re-cap kitchens in Victorian times – show some pictures. Discuss differences of then and now. Teacher to model what objects to make and put in either side. Children to work in partners to make shoe box representation of a Victorian kitchen and a kitchen now (half Victorian/half now).</p>

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Session 6	I can compare Victorian rooms to rooms now.	Re-cap Victorian rooms and rooms now. Teacher to model how to write a comparison sentence. Children to do a written comparison of Victorian rooms and rooms now in books.
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Impact

Children will be able to describe a Victorian school – 1. Dunce hat, 2. Chalk and Blackboard, 3. Cane, 4. Sitting in rows.

Children will be able to make 3 comparisons between Victorian schools and schools today.

Children will be able to describe a Victorian house – 1. No washing machine, mangle and washboard 2. Candlelight 3. No electric oven 4. No fridge, larder

Children will be able to discuss where they can find sources of information – photos, books, internet, and artefacts.