

Unit Planner: Who were the Victorians?

Year 2 - Autumn Term - 8 Weeks

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| <p>Key Concepts: Power, Heritage, Poverty, Democracy, Monarchy, Human Rights, Beliefs, Home, Equality, Empathy, Leadership</p> | <p>Intent: To gain an increased understanding of History within England focusing on the Victorian Era.</p> | | |
| <p>National Curriculum Statements (Target Tracker)</p> <p>Pupils will be taught to - <u>Science</u> Ask simple questions and recognise that they can be answered in different ways including use of scientific language from the national curriculum. Use simple equipment to observe closely including changes over time. Communicate his/her ideas, what he/she does and what he/she finds out in a variety of ways. Perform simple comparative tests. Identify, group and classify. Use his/her observations and ideas to suggest answers to questions noticing similarities, differences and patterns. Gather and record data to help in answering questions including from secondary sources of information. Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p> <p><u>Art</u> Try out different activities and make sensible choices about what to do next. Select particular techniques to create a chosen product and develop some care and control over materials and their use. He/she is able to make textured collages from a variety of media and by folding, crumpling and tearing materials.</p> <p><u>DT</u> Design purposeful, functional, appealing products for himself/herself and other users based on design criteria. Generate, develop, model and communicate his/her ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. Choose appropriate tools, equipment, techniques and materials from a wide range. Safely measure, mark out, cut and shape materials and components using a range of tools. Evaluate and assess existing products and those that he/she has made using a design criteria. Investigate different techniques for stiffening a variety of materials and explore different methods of enabling structures to remain stable</p> <p><u>Computing</u> Recognise common uses of information technology beyond school Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> | <p>Starter: Trip to Sudbury Hall for a Victorian Experience.</p> | | |
| | <p>Subject: History</p> <p>Can I find out about the life of Queen Victoria? Can I create a timeline of Queen Victoria's life? Can I use a range of sources to find out about the Victorian Era? - What was it like at a Victorian School? - What was life like in a Victorian Home? - What was life like for Victorian Children? - What toys did Victorian Children play with? - What was Victorian Clothing like? Can I use my knowledge of the Victorians to make an information booklet? Can I compare the difference between the Victorian Era and Modern Life?</p> | <p>Key Vocabulary:</p> <p>Timeline, Sequence, Key Events, Chronology, Past, Present, Future, Source, Research, Significant Individual, Facts, Monarchy, King, Queen, Era, Victorian, Modern Life, Throne, Reign, X Years Ago, Weeks, Days, Hours, Duration</p> | |
| | <p>Subject: Art/DT/Food Technology</p> <p>Can I create a collage of Queen Victoria? Can I design and make a Victorian Puppet Toy?</p> | <p>Artist, Still Life, Improve, Assemble, Criteria, Template, Attach, User, Mixing, Mosaic, Natural, Man-made, Experiment, Tones, Scale, Proportion</p> | |
| | <p>Subject: Music</p> <p>Can I appraise a composer? Can I learn a Victorian song and sing it in parts?</p> | <p>Composer, Appraise, Evaluate, Opinion, Instrument, Compose, Volume, Pitch, Pulse, Tempo, Rhythm</p> | |
| | <p>Subject: Science</p> <p>Can I carry out an investigation linked to hygiene? - How do different liquids effect teeth? Can I carry out a fair test? Can I appropriately show results of an investigation? Can I evaluate the findings of an investigation?</p> | <p>Hygiene, Teeth, Enamel, Liquid, Decaying, Rot, Sugar, Acid, Damage, Erode</p> | |
| | <p>Subject: PSHE</p> <p>Can I explain why it is okay to be different? Can I design a pair of NSPCC PANTS?</p> | <p>Respect, Same, Different, Bully, Bullying, Proud, Teasing, Emotions, Happy, Sad, Angry, Shy, Scared, Worried, Excited, Nervous, Love, Friends, Family, Private Parts, Safety, Secrets, Surprises, Likes, Dislikes, Families</p> | |
| | <p>Subject: Computing</p> <p>Can I create, organise and edit a poster for staying safe online? Can I understand how to use technology safely? Can I understand why to keep personal information safe? Can I use a variety of ICT sources for research? Can I recognise common uses of information technology beyond school?</p> | <p>Information, Technology, Create, Digital, Content, Internet, E-Safety, Online, Apps, Programs, Predict, Devices, Algorithm, Save, Edit, Personal Information, Organise, Open, Comparison, Execute</p> | |
| | <p>Text types:</p> <ul style="list-style-type: none"> • Non Chron Report • Instructions • Diary Entry | <p>Literature:</p> <ul style="list-style-type: none"> • The Secret Diary of Jane Pinney • Biff and Chip Victorian Adventure • Elmer the Elephant | <p>Maths links:</p> <ul style="list-style-type: none"> • Time • Data Handling • Measures |
| | <p>Published Outcomes:</p> <ul style="list-style-type: none"> • Victorian Information Booklet • Victorian Toy Puppet • Science Investigation Write Up • Victorian Diary Entry | | |
| | <p>Enrichment: Sudbury Hall Visit, Victorian Class Assembly</p> | | |

Use technology purposefully to create digital content comparing the benefits of different programs.

Use technology safely and keep personal information private.

History

Show an awareness of the past, using common words and phrases relating to the passing of time.

Describe where the people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods.

Ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understands key features of events.

Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented.

Use a wide vocabulary of everyday historical terms.

Speak about how he/she has found out about the past.

Record what he/she has learned by drawing and writing.

Discuss the lives of significant individuals in the past who have contributed to national and international achievements and use some to compare aspects of life in different periods e.g. Elizabeth I and Queen Victoria

Music

Listen with concentration and understanding to a range of high-quality live and recorded music.

Build an understanding of the pulse and internalise it when listening to a piece of music.

Use his/her voice expressively and creatively by singing songs and speaking chants and rhymes with growing confidence.

Develop an understanding of melody, the words and their importance in the music being listened to.

Sing a song in two parts.

PHSE

What constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health.

Recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences.

Know the importance of, and how to, maintain personal hygiene.

Know what is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others' privacy.

Know the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid.

Judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond.

Know ways in which they are all unique; understand that there has never been and will never be another 'them'.

Know that they belong to different groups and communities such as family and school.