



Intent:	To gain an increased understanding of History within England focusing on the Victorian Era.	
Starter:	Pupils to partake in Victorian Experience at Sudbury Hall.	
Core Texts:	You wouldn't want to be a Victorian school child.	
Key Concepts:	Power, Heritage, Poverty, Democracy, Monarchy, Human Rights, Beliefs, Home, Equality, Empathy, Leadership.	
Outcome Pieces:	Victorian Information Booklet, Victorian Toy Puppet, Victorian child school Diary Entry, Sudbury Hall/Beaumanor Hall recount	
Enrichment:	Trip to Sudbury Hall, Victorian Artefacts.	
Subject Area:	Statements:	Key Vocabulary:
Science	<ul style="list-style-type: none"> • Can I sort things that are living/once alive/have never been alive? • Can I check whether things that are living/once alive/have never been alive? • Can I explore and compare the differences between things that are living/once alive/have never been alive? • Can I understand what a food chain is? • Can I make my own food chain? 	Living, Dead, Never Alive, Characteristics, Movement, Breathe, Surroundings, React, Grow, Reproduce, Waste, Eat, Energy, Alive,
	National Curriculum:	<i>Pupils should be taught to:</i> <ul style="list-style-type: none"> • explore and compare the differences between things that are living, dead, and things that have never been alive. • describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. • asking simple questions and recognising that they can be answered in different ways. • identifying and classifying.
Geography	National Curriculum:	
History	<ul style="list-style-type: none"> • Can I find out about the life of Queen Victoria? • Can I learn the Queen Victoria and actions? • 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?	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
	National Curriculum:	<i>Pupils should be taught about:</i> <ul style="list-style-type: none"> • Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. • the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell].
Design Technology	<ul style="list-style-type: none"> • Can I research and explore the pop up puppets? • Can I design and make a Victorian Puppet Toy? 	



	<ul style="list-style-type: none"> • Can I understand what a mechanism is and make a Victorian puppet? • Can I create and perform in a Puppet Show? 	
	<p>National Curriculum:</p> <p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> • use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups • generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. • select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately • select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. • investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. • understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]. 	
Art	<ul style="list-style-type: none"> • Can I label the features needed to be included in a collage of Queen Victoria? • Can I plan the appropriate materials I will use for my collage? • Can I create a collage of Queen Victoria? 	Artist, Still Life, Improve, Assemble, Criteria, Template, Attach, User, Mixing, Mosaic, Natural, Man-made, Experiment, Tones, Scale, Proportion
	<p>National Curriculum:</p> <p><i>Pupils should be taught:</i></p> <ul style="list-style-type: none"> • to use a range of materials creatively to design and make products. • to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. 	
Music	<ul style="list-style-type: none"> • Can I appraise a composer? (Composer of the Term) • Can I learn a Victorian song and sing it in parts? 	Composer, Appraise, Evaluate, Opinion, Instrument, Compose, Volume, Pitch, Pulse, Tempo, Rhythm
	<p>National Curriculum:</p> <p><i>Pupils should be taught:</i></p> <ul style="list-style-type: none"> • to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. • listen with concentration and understanding to a range of high-quality live and recorded music. 	
PSHE	<ul style="list-style-type: none"> • Can I understand what private is and what it should look like? • Can I design a pair of PANTS to support the campaign? • Can I explain whether it is ok to be different? • Can I write a set of instructions for brushing your teeth? • Can I explore keeping a secret? 	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>National Curriculum:</p> <p>See PSHE Subject Leader Document.</p>	
Religious Studies		
	<p>National Curriculum:</p>	

Computing	<p>E-Safety – Project Evolve Strand 3 – Online Reputation Strand 4 – Online Bullying See Project Evolve Document.</p>		Device, Camera, Photograph, Capture, Image, Digital Landscape, Portrait, Horizontal, Vertical, Field of View, Narrow, Wide, Format, Framing, Focal Point, Subject Matter, Format, Compose, Natural Lighting, Artificial Lighting, Flash, Focus, Background, Foreground, Editing, Tools, Colour, Filter, Pixlr, Lighting, Filter, Changed, Real
	NCEE Unit 2: Digital Photography		
	To know what devices can be used to take photographs		
	To use a digital device to take a photograph		
	To describe what makes a good photograph		
	To decide how photographs can be improved		
	To use tools to change an image		
To recognise that images can be changed			
National Curriculum:		<p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> • use technology purposefully to create, organise, store, manipulate and retrieve digital content • recognise common uses of information technology beyond school 	

Year 2 Unit Plan: Who were the Victorians? (7 weeks).



Sequence of Lessons			
Subject	Learning Challenge	Outcomes	Concepts
1. PSHE	Can I understand what private is and what it should look like?	Discussion	
2. PSHE	Can I design a pair of PANTS to support the campaign?		
3. PSHE	Can I design a pair of NSPCC Pants?	Design pants in Floor Book	
4. PSHE	Can I explain whether it is ok to be different?	Create a unique patch similar to the book – what makes us different.	Equality
5. History	Can I find out about the life of Queen Victoria?	Research & discussion	Monarchy, power, leadership
6. History	Can I learn the Queen Victoria song and actions?	Singing & video	Monarchy, power, leadership
7. History	Can I create a timeline of Queen Victoria's life?	Timeline	Monarchy, power, leadership, heritage
8. Art	Can I label the features needed to be included in a collage of Queen Victoria?	Labelling a photo of the features	Monarchy
9. Art	Can I plan the appropriate materials I will use for my collage?	Materials chosen and evaluated	
10. Art	Can I create a collage of Queen Victoria?	Collage in sketchbook	
11. History	Victorian Day at school/trip to Beaumanor Hall	Photos	
12. History	Can I use a range of sources to find out about the Victorian Era?		
13. History	What was life like for Victorian Children?	Discussion	Poverty, human rights, empathy
14. History	What was Victorian clothing like?	Sort pictures worksheet/written outcome	Poverty
15. History	Can I compare rich and poor Victorians?	Comparison of objects/clothing/job roles/school	Poverty, heritage, equality
16. History	What was it like at a Victorian school?	Alphabet in quill and ink (You wouldn't want to be a Victorian school child Book)	Power, leadership, equality
17. History	What toys did Victorian Children play with?	Carousel of Victorian toys outside	Poverty, equality
18. Music	Can I learn a Victorian song and sing it in parts?	Playtimes past	
19. D&T	Can I research and explore the pop up puppets?	Research using iPad	
20. D&T	Can I understand what a mechanism is and make a Victorian puppet?	Discussion/ Create puppet	
21. D&T	Can I perform a puppet show?	Puppet show role-play to Year 2 chn	
22. History	What was life like in a Victorian home?	Pictures/write description of items in a house	Home, poverty, equality
23. PSHE	Can you write a set of instructions for brushing your teeth?	Circle time discussion/ Instructional writing	
24. D&T	Can I use my knowledge of the Victorians to make an information booklet?	Title page/contents/ Information worksheets	
25. Music	Can I appraise a composer?	Floor Book?	
26. Science	Can I sort things that are living/once alive/have never been alive?	Sorting pictures/ Objects in hoops	
27. Science	Can I check whether things that are living/once alive/have never been alive?	MRS GREN checklist	
28. Science	Can I explore and compare the differences between things that are living/once alive/have never been alive?	Written outcome	
29. Science	Can I understand what a food chain is?	Discussion/ research	
30. Science	Can I make my own food chain?	Create paper food chain	
31. PSHE	Can I explore keeping a secret?	Discussion/ Floor Book	