



**Pathway
2,3,4**

Year 8

**Term Summer 1 & 2
Victorian School**

Learning Intention: General Statement of Curriculum intent written in a way that is accessible to parents and TAs re: why are we teaching this?

Short summary of what the planned outcomes and benefits are to the pupils and their future development- so not about learning about Rosa Parks but explaining about equality and exploring the ideas round fair and unfair. Building empathy and understanding of others etc

Journey back to the Victorian era as your class discovers what life would have been like for them if they had been born in the 19th century. These lessons will soon have your pupil comparing their modern lifestyles to the lifestyles of both poor and rich Victorian children and gives them the chance to find out a wealth of information about different aspects of life for people in Victorian Britain. The period of Queen Victoria's reign, from 1837 until her death in 1901 was marked by sweeping progress and ingenuity. It was the time of the world's first Industrial Revolution, political reform and social change, Charles Dickens and Charles Darwin, a railway boom and the first telephone and the flushing toilet. Pupils will have the chance to find out what life was like for Victorian children.

Key knowledge that should be learned during this SoW

All

Most

Some

Concept:

An opportunity for pupils to develop their chronological understanding of this time.

An opportunity for pupils to think about the changes in people's lives since the Victorian era.

An opportunity for pupils to develop their chronological understanding.

An opportunity for pupils to think about the changes in people's lives since the Victorian era.

An opportunity for pupils to see the cause and consequence of this era in modern day life.

An opportunity for pupils to develop their chronological understanding.

An opportunity for pupils to think about the changes in people's lives since the Victorian era.

An opportunity for pupils to see the cause and consequence of this era in modern day life.

An opportunity for pupils to think about the significance of this time.

<p>Knowledge:</p>	<p>Do children know who Queen Victoria was and why she was important?</p> <p>Can children place the Victorians on a timeline?</p> <p>Can children list some of the jobs of poor Victorian children?</p> <p>Do children know some of the individuals who helped to change Victorian society?</p> <p>Can children identify the features of a Victorian school?</p> <p>Can children suggest some of the pastimes of Victorian children?</p> <p>Can children use a variety of sources to find out information?</p> <p>Can children recall information about life for children in Victorian Britain?</p>	<p>Can children describe some of the main events in the life of Queen Victoria?</p> <p>Can children use a portrait to draw inferences?</p> <p>Can children explain why such young children were forced to work?</p> <p>Do children know some of the laws that were passed to protect children?</p> <p>Can children explain some of the educational reforms that took place during the 19th century?</p> <p>Can children compare modern and Victorian children's leisure pursuits?</p> <p>Can children make predictions about what daily life in Victorian Britain would have been like based on their knowledge of the period?</p> <p>Can children answer questions about life for children in Victorian Britain?</p>	<p>Can children describe what Queen Victoria was like as a person?</p> <p>Can children suggest what life would have been like for children living in the past?</p> <p>Can children use a variety of information sources to find out information?</p> <p>Can children explain why not everyone was in favour of the new laws to protect children?</p> <p>Can children explain the differences between modern and Victorian schools?</p> <p>Can children use some appropriate language and vocabulary from the Victorian era?</p> <p>Can children give examples of what daily life was like in Victorian Britain?</p> <p>Can children present information showing knowledge of the Victorian period?</p>
<p>Key Skills:</p>	<p>what will they actually be able to do as a result of this learning</p>	<p>what will they actually be able to do as a result of this learning</p>	<p>what will they actually be able to do as a result of this learning</p>

	<p>Effective participants – group work, peer assessment opportunities</p> <p>Team workers – group work, peer assessment,</p> <p>Creative thinkers – students to create a series of pictures, questions etc</p>	<p>Effective participants – group work, peer assessment opportunities</p> <p>Team workers – group work, peer assessment,</p> <p>Reflective learners – students to reflect on what to include in their work</p> <p>Creative thinkers – students to create a series of pictures, questions etc</p>	<p>Effective participants – group work, peer assessment opportunities</p> <p>Team workers – group work, peer assessment,</p> <p>Reflective learners – students to reflect on what to include in their work</p> <p>Creative thinkers – students to create a series of pictures, questions etc</p> <p>Independent enquirers – students to show independence in what they include in their work</p>
<p>Language and/or communication skills:</p>	<p>what ‘words’ will pupils learn and be able to apply</p> <p>Victorian, telephone, railway, school, cane, chalk and slate, factory, camera</p>	<p>what ‘words’ will pupils learn and be able to apply</p> <p>Penny Black, mining, cup and ball, rocking horse, mangle, top and whip, invention, dunce, Industrial Revolution</p>	<p>what ‘words’ will pupils learn and be able to apply</p> <p>Crystal Palace, Dame School, arithmetic, debtors prison, slum, pauper, workhouse.</p>
<p>Curricular Links</p>	<p>Links to other learning within the subject and spiral learning links, cross curriculum links and over learning opportunities</p>		

Cross curricular matrix: interlinked learning. What do they need to know / be taught in one subject to allow them to access learning in another?

Subject / Year			
7			
8			
9			
10			
11			
12			
13			
14			

Talking points

Implementation

Impact