



**Pathway**  
**2,3,4**

**Year 9**

**Term Summer 2**  
**Victorian Britain**

**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

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.

**Key knowledge that should be learned during this SoW**

**All**

**Most**

**Some**

**Concept:**

what is the key concept pupils need to take away / understand

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

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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><b>Knowledge:</b></p>	<p>what information / facts will the pupils be learning</p> <p>Do children know who Queen Victoria was and why she was important?</p> <p>Can children explain what the Industrial Revolution was?</p> <p>Can children name some inventions of the Victorian era?</p> <p>Can children describe what medical care had been like before the Victorian era?</p> <p>Do children know why there was an increase in the leisure time available to people from the mid-1800s?</p>	<p>what information / facts will the pupils be learning</p> <p>Can children describe some of the main events in the life of Queen Victoria?</p> <p>Can children give examples of how the Industrial Revolution affected the population of Britain?</p> <p>Can children name some inventors of the Victorian era?</p> <p>Can children describe some of the ways in which medical care was improved during the Victorian era?</p> <p>Can children give examples of the kinds of leisure activities enjoyed during the Victorian era?</p>	<p>what information / facts will the pupils be learning</p> <p>Can children describe what Queen Victoria was like as a person?</p> <p>Can children identify the positive and negative effects of the Industrial Revolution?</p> <p>Can children evaluate the importance of some of the inventions of the Victorian period?</p> <p>Can children name some of the key individuals who made improvements in medical care during the Victorian era?</p> <p>Can children suggest reasons why leisure pursuits are different today?</p>
<p><b>Key Skills:</b></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</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>Reflective learners – students to reflect on what to include in their</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>Reflective learners – students to reflect on what to include in their</p>

	a series of pictures, questions etc	work Creative thinkers – students to create a series of pictures, questions etc	work Creative thinkers – students to create a series of pictures, questions etc  Independent inquirers – students to show independence in what they include in their work
<b>Language and/or communication skills:</b>	what ‘words’ will pupils learn and be able to apply	what ‘words’ will pupils learn and be able to apply	what ‘words’ will pupils learn and be able to apply
<b>Curricular Links</b>	Links to other learning within the subject and spiral learning links, cross curriculum links and over learning opportunities		

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	Science	Maths	PE
7			
8	Human body		
9			
10		Equations	Muscles / Skeleton

11			
12	Chemistry GCSE molarity		
13			
14			

Talking points

Implementation

Impact