

ENQUIRY OVERVIEW	BUILDING ON PRIOR LEARNING	PREPARING FOR FUTURE LEARNING	KEY VOCABULARY	
<p>Children will develop an awareness of the past, using common words and phrases to describe the passing of time. Children will use artefacts to develop an understanding of life during the Victorian era. They will know about Victorian school and toys and compare them to their own lives. Children will know about Queen Victorians life and reign.</p>	<p>In Reception: Children talk about past and present events in their own lives and in the lives of family members. Children have looked at how they have changed as they get older and have ordered events within their life.</p>	<p>In Year 2 the children build on their understanding of the Victorian era, through a study on the history of transport. Children will use their knowledge of artefacts to support them in all future topics as well as their comparison skills.</p>	<p>Victorian Punishment Writing slate Spinning top Servant Cane</p>	<p>Queen Victoria Prince Albert Monarch Cotton mill Workhouse</p>
NC COVERAGE AND SKILLS PROGRESSION	SEQUENCE OF KNOWLEDGE AND SKILLS		TIMELINE OF EVENTS	
<p>The lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>Changes within living memory and beyond, revealing aspects of change in national life.</p> <p>Chronology Pupils should understand key terminology when talking about the past and use common words and phrases relating to the passing of time. Pupils should know where people/events studied for into a chronological framework.</p> <p>Historical enquiry Pupils should be able to recognise why people did things, why events happened and what happened as a result.</p> <p>Pupils should begin to ask and answer questions based on the key concepts.</p> <p>Pupils should be able to understand some of the ways we found out about the past and making simple observations about people, events, beliefs and building.</p> <p>Pupils should be able to talk about who was important.</p> <p>Historical interpretation</p>	<p>How do we change as we get older? Understanding that people change over time. Name and describe changes people go through. Be able to describe changes.</p> <p>How can we order events? Understand and be able to use vocabulary such as today, yesterday, tomorrow. Know what and how to use a timeline. Understanding that people change over time and use this to order. <i>Be able to know how to recognise and order events.</i></p> <p>Who was Queen Victoria? Know Queen Victoria was born on 1819. Know some of the significant events in her life (coroneted, married, children) <i>Order people/events studied on a simple timeline using dates and images.</i> <i>Talk about who was important.</i></p> <p>How were Victorian school different from school now? (Victorian Day?) Recognise artefacts that were used in school. Be able to compare Victorian and modern schools (building, routine and teachers). <i>Identify different ways in which the past is represented.</i> <i>Identify similarities and differences between the past and present</i></p> <p>Know that punishments were stricter in Victorian times. Be able to compare our rewards and punishments to those in the Victorian era. <i>Identify similarities and differences between the past and present</i></p> <p>What can I find out about Victorian childhood through looking at Victorian toys? Recognise and name Victorian toys. Know how the toys are different to our today. <i>Understand some of the ways we found out about the past.</i> <i>Identify similarities and differences between the past and present</i></p>		<p>1837 – Queen Victorin became the Queen at age 18.</p> <p>1837 – Houses of parliament were built.</p> <p>1840 – Queen Victoria and Prince Albery got married.</p> <p>1841 – The Great Western Railway was finished.</p> <p>1842 – Children under 10 could no longer work in mines.</p> <p>1863 - Shrivenham primary school was built.</p> <p>1870 – Schools were opened for children aged 5-10.</p> <p>1876 – The telephone was created by Alexander Bell.</p> <p>1880 – School was made compulsory for all children.</p> <p>1901 – Queen Victoria died.</p>	

<p>Pupils should begin to identify different ways in which the past is represented.</p> <p>Vocabulary</p> <p>Pupils should be able to use key vocabulary linked to their specific topic.</p>	<p>Was life different for the rich and poor? Know that the rich could afford luxuries like holidays and that the children went to school. Know that the poor struggled to afford food and that adults and children had to work in factories. Identify similarities and differences within the past.</p> <p>What was life like in a Victorian household? Recognise and compare the difference between rich and poor households. Know that the rich lived in big houses with servants and maids. Know that the poor lived in small, dirty houses, with lots of people Identify similarities and differences within the past. Ask and answer questions based on the key concepts.</p> <p>How are Victorian houses different to our own? (local area study) (Use simple compass directions (North, South, East and West) and locational and directional language) Know that many houses in the local area have Victorian features. Identify these features on houses around Shrivenham. Identify different ways the past is represented.</p>	
<p>CONNECTIONS / DEEPENING IN OTHER AREAS OF THE CURRICULUM</p>	<p>BY THE END OF THIS UNIT...</p>	
<p>English - Queen Victoria's Bathing Machine School trip – Sevington Victorian School Local fieldwork – tour of the village Art – William Morris Printing DT – Moving toy</p>	<p>By the end of this unit most children be able to use vocabulary associated with the passing of time. They will be able to order photographs or artefacts in to the order in which they happened and explain the main differences. They will know when the Victorians lived and be able to describe some aspects of life e.g. school life, home and toys. They can ask and answer questions about artefacts and photographs from the past and can explain what objects may have been used for. They will be able to explain how historians learn about the past by studying what people did at the time.</p>	