

History Year 2

Learning Theme: - Victorians							
History							
Term 4	Learning Question & NC Link	Substantive Knowledge To know that...	Disciplinary Knowledge I can...	Vocabulary	Evidence & Assessment opportunity	Equipment & resources	Lesson ideas
Session 1 Learn About Queen Victoria	Who was Queen Victoria and what is she famous for? NC – Pupils should be taught about the lives of significant individuals in the past who have contributed to national and international achievements.	Queen Victoria was Queen of England for 63 years. Queen Victoria lived for 81 years, and Britain became a very different country during her time. When Victoria became queen, children had to go out to work. By the time she died, children went to school. A long period of history is named after her - the Victorian Age. Victoria was eighteen when she became Queen. Queen Victoria married Prince Albert. They had nine children and 40 grandchildren. Some of their children married princes and princesses from countries across Europe, like Russia and Germany. This is why Victoria was called the Grandmother of Europe. When Albert died, aged 42, Victoria was extremely upset. She had loved him very much. She was so sad she decided to dress in black clothes for the rest of her life.	Know about events beyond living memory that are significant nationally or globally. Know about changes within living memory, and able to talk about/ recall these. Knows and learns key facts about the lives of significant individuals in the past who have contributed to national and international achievements. Able to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria]. Knows about significant historical events, people and places in their own locality.	Years, decade, Queen, King, Royal family, royal, past, crowned, reign, significant, famous, unpopular, era, Victorian, Queen Victoria,	Write facts about what they have found out about Queen Victoria.	Power point of Queen Victoria. https://www.youtube.com/watch?v=XqPlj2_w_6M	Brain storm facts learnt and model sentences.
Session 2	What was life like for Victorian children? NC - Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends,	Victorian children lived very different lives to children today. Poor children often had to work to earn money for their family. As a result, many could not go to school. Many worked with their parents at home or in workshops, making matchboxes or sewing . (DT	Able to compare aspects of life in different periods	Chimney brush.	Children write what life was like for poor children in Victorian time.	https://www.youtube.com/watch?v=CinieKeljHY	

	<p>frame historically-valid questions and create their own structured accounts, including written narratives and analyses.</p>	<p>Link) Children could also earn a bit of money as chimney-sweeps, messengers or crossing sweepers like the boy in this picture.</p> <p>Crossing the street in the 19th century could be dirty and dangerous. London's streets were dirty because horses were used as a method of transport and they left a lot of horse muck behind.</p> <p>Sweepers cleared the way for rich people to cross the road without dirtying their clothes.</p>					
	<p>What was Victorian schooling like?</p> <p>NC- Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.</p>	<p>In 1870, Queen Victoria passed a law which made it compulsory for British children aged 5-10, rich and poor, to attend school. In 1891 – Schools became free. Up to then, people had to pay.</p> <p>The start of the Victorian era, very few children actually attended school. Children from rich families would be educated at home by a governess (a female teacher). At the age of ten, boys would go to public schools, such as Eton or Harrow, and girls would continue their education at home.</p> <p>Poor children sometimes had the opportunity of attending a church school, but these schools had very poor facilities with class sizes of up to 100 children. However, from 1880 the law changed and all children between the ages of 5 to 10 had to go to school.</p> <p>The school regime was extremely strict and the school day was very long,</p>	<p>Know about events beyond living memory that are significant nationally or globally.</p> <p>Know about changes within living memory, and able to talk about/recall these.</p> <p>Knows and learns key facts about the lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>Able to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria].</p>	<p>Years, decade, significant, unpopular, era, governess, strict, monotonous, rote learning, slate, quill, stockings, Victorian, blackboard, school teacher, Queen Victoria, Slate and chalk, abacus.</p>	<p>From the picture of a Victorian school, write what they learnt about Victorian era schooling?</p>		

		<p>sometimes lasting until 5 p.m.</p> <p>Any windows in the classroom tended to be high up, making it impossible for pupils to see out.</p> <p>Teaching was monotonous with little variation. The children would sit in rows, in silence, and watch the teacher write on the blackboard. They'd then copy down what the teacher had written.</p> <p>The main subjects that children learned were Reading, Writing and Arithmetic.</p> <p>There was a huge emphasis on rote learning. For example, children had to chant the times tables until they knew them.</p> <p>Boys and girls were segregated for some subjects: girls would study needlework while boys studied woodwork.</p> <p>Children used a slate to write on, which could be wiped clean. They might also use a quill pen (like a feather), which was dipped in ink from an ink well on the desk.</p> <p>The classrooms were generally poorly equipped: there might be a map of the world or an abacus (an instrument with beads to help children learn to count).</p>					
Session 3	What did Victorian children wear to school and play with?	<p>Girls would wear a knee-length woollen dress, usually in a dark colour. They also wore a white apron tied at the back to protect their dress, thick black stockings and black shoes or boots.</p> <p>Boys wore a shirt, trousers and ankle boots, or shorts with long socks, with a jacket</p>	Know about changes within living memory, and able to talk about/recall these.	Stockings, strict, cup and ball, dolly pegs, yo-yo	Compare today's school uniform to Victorian uniform.	Pictures of children in Victorian school uniform. Current school uniform, examples of Victorian toys.	

		<p>with a waistcoat or a jumper underneath. Colours were dull, such as black, brown or grey.</p> <p>Board games such as Snakes and Ladders, Ludo and Draughts were popular indoor games. Outdoors, Victorian children played with toys like hoops, yo-yo's, marbles, ball and cup and skipping ropes, with friends in the street, or in the school playground. They played chasing games such as Tag, Blind Man's Bluff, and played catch with balls.</p> <p>Children from poor families tended to play with home-made toys such as peg dolls. (Link Year 1 History Toys)</p>					
Session 4	What were Victorian school punishments like?	<p>Know that Victorian school punishments were painful and humiliating by today's standards.</p> <p>The most common form of punishment was the cane. This was a long, thin stick used to strike children on the hand for any number of pretexts; for example, if they'd told lies, been insolent or arrived late to school.</p> <p>Children were also beaten with a leather strap and some schools would even hang the children from the ceiling in a basket.</p> <p>If a child couldn't answer a question or didn't understand the subject of the lesson, they had to wear the dunce's hat ('dunce' means 'stupid').</p> <p>Another common form of punishment was writing 'lines', where pupils copied out the same line for up to 100 times e.g. 'I must not tell lies'.</p>	Know about changes within living memory, and able to talk about/recall these.	governess, strict, humiliating, punishment, school teacher, Queen Victoria, cane, Dunce hat,	<p>Label and write a paragraph about Victorian punishments.</p> <p>Write an explanation as to which era of schooling would they prefer to attend and why.</p>	Pictures of Victorian punishments, cane, dunce hat and fingers stocks.	Let children experience and see some of the equipment used like the cane, dunce hat and finger stocks.

Session 5	How did it feel to attend school during the Victorian era?	Victorian Dress up day		Experience, strict, rote learning, quill, humiliating, punishment, abacus, blackboard, , dolly pegs, school teacher, Queen Victoria, cane, Dunce hat, Slate and chalk.	Children experience a day of Victorian school activities.	Slate boards, peg dolls, dunce hat,	Prayer, national anthem, handwriting, maths – chant the times tables, English – copy a poem, drill – short exercise, regular hand/fingernail inspections, etc.
Notes							