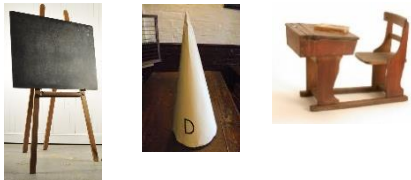


Key Visuals

Queen Victoria King Charles III



Blackboard Dunces hat School desk



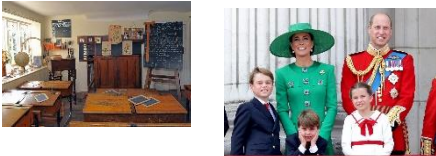
Victorian homes



Workhouse



Old classroom The Windsor Family



Core Knowledge

Who was Queen Victoria?

- She was the Queen of England.
- Queen Victoria **reigned** from 1837 to 1901 - 63 year reign called the Victorian era.
- King Charles III is her great-great-grandson.

Life in Victorian times:

- Poor families lived in small houses. Some poor people lived in workhouses but schools were also built for the poor children. Rich families lived in bigger houses.

Victorian children:

- Rich boys went to boarding school. Rich girls were taught by a governess.
- Poor boys went to work. Poor girls did housework at home or for rich families.



Victorian schools	Modern Schools
60 - 80 children in a classroom.	Up to 30 children in a classroom.
Girls were taught different skills to boys.	Girls and boys are taught the same knowledge and skills.
Sanctions were about punishment for behaviour.	Sanctions are about reflecting.

Timeline of Queen Victoria's life

<p>1819 Queen Victoria is born</p>	<p>1837 Victoria becomes the queen.</p>	<p>1838 Queen Victoria's coronation</p>	<p>1840 Queen Victoria marries Prince Albert.</p>	<p>1861 Prince Albert dies.</p>	<p>1891 Education is made compulsory.</p>	<p>1901 Queen Victoria dies</p>
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Vocabulary

<p>Recount Written about events that have happened in the past</p>	<p>Artefacts An object made by a person in the past.</p>	<p>Monarch A king or queen</p>
<p>Workhouse A place where some people lived and worked.</p>	<p>Event Something that has happened</p>	<p>Chronology The order that events happened in</p>
<p>Boarding school A school where children live as well as learn.</p>	<p>Reign The time during which a person is king or queen</p>	<p>Coronation The ceremony where a monarch is crowned as king or queen</p>
<p>Lifestyle The way that people live or lived in the past</p>	<p>Past Before the present</p> <p>Governess A women who was a teacher to children in their home.</p>	<p>Sources Provides information about the past</p>

Quiz

- 1) What is chronology?
- 2) Who was Queen Victoria?
- 3) What year did Queen Victoria become Queen?
- 4) What type of homes did poor Victorian children live in?
- 5) What equipment was used in Victorian schools?
- 6) What was different about the sanctions for behaviour in Victorian schools compared to modern schools?

Subject/Conceptual knowledge/skills: PSHE – Keeping Safe

LEAPS:

Understand that medicines can sometimes make people feel better when they're ill; Give examples of some of the things that a person can do to feel better without use of medicines, if they are unwell;

Explain simple issues of safety and responsibility about medicines and their use.

Identify situations in which they would feel safe or unsafe;

Suggest actions for dealing with unsafe situations including who they could ask for help.

Identify situations in which they would need to say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping themselves and others safe.

Recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation;

Identify the types of touch they like and do not like.

Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable.

Recognise that some touches are not fun and can hurt or be upsetting;

Know that they can ask someone to stop touching them;

Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable.

Identify safe secrets (including surprises) and unsafe secrets;

Recognise the importance of telling someone they trust about a secret which makes them feel unsafe or uncomfortable.

Core Knowledge

Medicines can be used to help people feel better when they are ill.

Body language and facial expressions tell us how a person is feeling.

Secrets can be safe or unsafe.

In every situation you are in it is important to ask yourself whether you feel safe or unsafe. The 'yes,no, I'll ask and I'll tell' approach helps with this.

Key Vocabulary

Medicine, unwell, safety, responsibility, unsafe, body language, facial expression, situation, touch, uncomfortable, secrets, trust

Subject/Conceptual knowledge/skills: Science – Everyday Materials

LEAPS:

Year 1:

Distinguish between an object and the material from which it is made

Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock

Describe the simple physical properties of a variety of everyday materials.

Compare and group together a variety of everyday materials on the basis of their simple physical properties.

Year 2:

Identify and discuss the uses of different everyday materials

To think about materials that are suitable and unsuitable for everyday use

Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.

Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

Core knowledge

There are many different types of everyday materials which have different properties.

Different properties of materials make them appropriate for different purposes. The shape of some materials can be changed by: stretching, twisting, bending and squashing
Objects can be made of more than one material.

Key vocabulary

Year 1: Object, material, wood, plastic, glass, metal, water, rock, brick, paper, fabric, elastic, foil, card/cardboard, rubber, wool, clay, hard, soft, stretchy, stiff, bendy, floppy, waterproof, absorbent, breaks/tears, rough, smooth, shiny, dull, see through, not see through

Year 2: Names of materials - wood, plastic, glass, metal, water, rock, brick, paper, fabric, elastic, foil, card/cardboard, rubber, wool, clay. Properties of materials - as for year 1 plus opaque, transparent and translucent, reflective, non-reflective, flexible, rigid Shape, push/pushing, pull/pulling, twist/twisting, squash/squashing. Bend/bending, stretch/stretching.

Subject/Conceptual knowledge/skills: Music: Percussion, Listening and Composing

LEAPS:

I can experiment with different types of sound through voice, body, percussion, music ICT and classroom instruments.

I can explain what duration, tempo, dynamics and pitch are in my own words.

I can experiment with duration (long/short), tempo (slow/fast), dynamics (quiet/loud) and pitch (low/high)

I can create a simple repeated rhythmic pattern.

Core Knowledge

Key Vocabulary

Composer= the writer of a piece of music.

Duration=length of a sound (how long or short a sound is)

Tempo = the speed of the music (how fast or slow it is).

Pulse = the beat of the music.

Dynamics = how loud or quiet sounds are throughout a piece of music.

Pitch = how high or low a sound is.

Subject/Conceptual knowledge/skills: Computing

iWrite

LEAPS:

I can recognise that text can be created in a number of ways.

I can use word processing software to create a text.

To understand that a computer can be connected to a printer.

I can insert text into a word processing application.

I can open and save a word document.

I can understand the value of using a word processor to produce text.

Core Knowledge

Text can be created on various software that supports keyboard use such as word, PowerPoint and excel.

A document needs to be saved to keep the work that has been created.

Pictograms show the value of a group or topic through an image.

Key Vocabulary

Return, backspace, spacebar, scroll, text, keyboard, shift, printer, open, save, cut, font.

Subject/Conceptual knowledge/skills: PE - Dance

LEAPS:

I can copy and explore basic movements and body patterns.

I can sequence three or more movements in a routine.

I can recall simple movements and dance steps.

I can links movements to sounds and music.

I can move in time to a beat.

I can move in time to music.

I can express ideas to a range of music genres.

I can respond to range of stimuli.

Core Knowledge

Sequence of movements-consider how children can transition from one movement to the next using different heights.

Agility - The ability to make the body change direction in an efficient and effective manner.

Balance: To control body whilst holding a position.

Co-ordination -The ability to control the movement of the body in co-operation with the body's sensory functions,

Speed: To move limbs fast to travel at speed.

Control - To exercise restraint or direction

Key Vocabulary

Sequence of movements
Agility
Balance
Coordination
Speed
Control

Subject/Conceptual knowledge/skills: RE: Judaism

How important is it for Jewish people to do what God asks them to do?

LEAPS:

I can talk about why I do as some people ask but not others

I can talk about the Seder meal, or another Jewish practice, with some detail and some of the correct vocabulary, and start to explain why they choose to do this.

I can suggest what I think are the most and least important things Jews do that God asks them to do and add at least one reason.

Core Knowledge

The Jews were captive in Egypt.

Moses lead the people out of slavery to a 'promised land'.

The Pharaoh refused to let them go.

10 plagues were sent upon the Egyptians.

The last plague 'passed over' the Jewish houses, hence the name Passover.

The Seder meal helps Jews remember key parts of the story.

Key Vocabulary

Passover, Covenant, Exodus, Egypt, Moses, Remembrance, Seder Meal

