

Ashtree Primary School and Nursery Medium Term Plan for History

Year 5 Summer Term - Victorians

Prior Skill – Chronology – Year 4

- Pupils are developing their knowledge of chronology and can place periods of history they have learnt about with increased accuracy on a timeline (British and local). Including placing areas studied in previous years on to a timeline.
- Pupils can make links between areas of history they have studied, identifying similarities and identifying differences between them.
- Pupils know the monarchs during the Tudor period.

Prior Skill - Enquiry – Year 4

- Pupils can ask questions to develop their understanding,
- Pupils are able to answer questions accurately most of the time related to the area of study,
- Pupils can use sources to justify their answers and are beginning to organise their responses,

Key Vocabulary Queen Victoria, British Empire (Link back to Roman Empire – Year 3), Industrial Revolution, Workhouses, Coronation, Poverty, Pauper, Government, Hygiene.

Key Knowledge

- Step 1 – To explore the life of Queen Victoria.
- Step 2 – To explore the expansion of the British Empire and what happened.
- Step 3 – To explore what Victorian schools were like.
- Step 4 – To explore what Victorian children did for work.
- Step 5 – To explore what the Industrial Revolution was and how it affected Britain.
- Step 6 – To explore what Victorian life was like.
- Step 7 – To investigate disease and health during the Victorian era.
- Step 8 – To look at the life and work of some famous Victorians.

Key Skills Black = Enquiry Red = Chronology

- Step 1 - Pupils can ask questions to develop their understanding and are beginning to ask questions of what people have said. **Pupils can draw their own timeline, beginning to produce accurate intervals and adding to it as they learn about new periods of history.**
- Step 2 - Pupils are increasingly challenging sources of information.
- Step 3 - Pupils show some organisation of information that is purposeful for responding to or asking questions, **Pupils can make some comparisons between historical periods, identifying similarities and identifying differences between them.**
- Step 4 - Pupils show some organisation of information that is purposeful for responding to or asking questions,
- Step 5 - Pupils show some purposeful selection about information they wish to include in responses
- Step 6 - Pupils can ask questions to develop their understanding and are beginning to ask questions of what people have said
- Step 7 - Pupils can ask questions to develop their understanding and are beginning to ask questions of what people have said
- Step 8 - Pupils show some purposeful selection about information they wish to include in responses

Curriculum Enhancements

- To explore Victorian inventions.
- To look at the alternative of not working in workhouses – Prisoners.
- To explore the introduction of the Police force (Robert Peel) Peelers.
- To explore leisure activities carried out by Victorians at the time. PE session for playground games.
- School Trip to School's Museum in Hitchin.

Misconceptions

- Number magnitude understanding – Timelines.

Suggested Activities

- To compare the reign of Queen Victoria to Queen Elizabeth II. Similarities and differences. **Step 1**
- Recreate a Victorian school day, experiencing the life of a Victorian pupil – **Step 3**
- To create some model examples of transport types e.g. horse and cart, steam trains. **Step 5**

Curriculum Links

- Geography Map work – British Empire – Countries included in the Empire.
- DT - Inventions
- PSHE – Health and Hygiene

This will lead to . . .

In year 6 –

Chronology –

- Pupils have an increasingly secure knowledge of chronology and becoming increasingly accurately in placing a range of historical events from around the world on a timeline.
- Pupils can draw their own timeline, deciding on accurate intervals and adding to it as they learn about new periods of history. Pupils can compare a range of historical periods, identifying a number of similarities and differences between them including schooling in Victorian times, WW2 and now.
- Pupils can identify some trends over time, identifying how ideas have been continued/ developed including Maths, Science and Art leading on from Mayan Society learnt in Year 5.

Enquiry –

- Pupils can ask questions, creating questions that develop understanding about change, cause and significance.
- Pupils can organise information purposefully when responding to or asking questions.
- Pupils can challenge sources, questioning the validity of these.
- Pupils can make purposeful decisions about information to include when forming responses to questions.