

Pioneer Federation
Medium term plan
Cycle 1, Term 2
History



| Subject: History – The changing power of Monarchs | | | |
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| Key Concept/ Theme: Monarchy, Hierarchy and Power | | | |
| Prior Learning links: 1/2 Cy 2 3&4 What did we learn from the sinking of the Titanic? 1/2 Cy 2 5 What does it take to be a great explorer? 3/4 CY 2 2 Why has the Tudor monarchy had such a lasting impact? Are they like the monarchs of today? (5/6 Cy 2 4 Black and British; How has life changed?) | | | |
| Vocabulary: Crime, Punishment, Police, Workhouse, Queen Victoria, Monarchy, Empire, | | | |
| School specific areas to cover (Add in any local areas of study, trips and people) | | | |
| CP | EH | SMV | PM |
| 1. | Prior learning reconnection (year group, cycle & term): Position Victorians on class timeline and compare to other topics learned LO: We are developing our knowledge of Victorian Crime and Punishment <i>Activity ideas to achieve the LO:</i> Think about modern day crime and punishment. Research about Victorian crimes, the new police force and Victorian punishments. Activity fitting Victorian crimes to suitable punishments. | | |
| 2. | Prior learning reconnection What have we learned so far about Victorian workhouses? LO: We are developing our knowledge of Victorian Workhouses <i>Activity ideas to achieve the LO:</i> Compare different areas of the workhouse in order to develop knowledge. Are we better off now without them? Drama for the different areas- follow a daily timetable Were workhouses a good idea? Why? Why not? | | |

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| 3 | <p>Prior learning reconnection What was a workhouse?</p> <p>LO: We are developing our knowledge of Victorian schools</p> <p><i>Activity ideas to achieve the LO:</i></p> <p>Recreate a school day- pupils to behave as they would in Victorian times</p> <p>It could be taking part in activities such as practising cursive handwriting in your pretend copybook or working out a routine for drill practice in the playground.</p> <p>Sit in rows, scribe with chalk,</p> <p>Present information about Victorian schools in a similar way to the ‘You wouldn’t want to be a Victorian Schoolchild!’ book.</p> <p>Compare life in school as a Victorian to modern-day school.</p> <p>Write school rules</p> |
| 4 | <p>Prior learning reconnection What have we learned so far about Victorian schools?</p> <p>LO: We are developing our knowledge of Victorian home life</p> <p><i>Activity ideas to achieve the LO:</i></p> <p>Explore features of homes in Victorian times. Compare rich and poor homes. Visit a local Victorian place e.g. Preston Manor, Eastbourne pier Find Victorian houses in your local area</p> |
| 5 | <p>Prior learning reconnection What have we learned so far about Victorian home life?</p> <p>LO: We are learning about the impact of Queen Victoria</p> <p><i>Activity ideas to achieve the LO:</i></p> <p>Explore and discover who Queen Victoria was using a variety of sources. Create a factfile to include the impact she had on England and the way of life.</p> |
| 6 | <p>Assessment task</p> <p>Explore a photo of Victorian Life- what evidence is there that it is Victorian? Use what they have previously learned in the topic this term.</p> |
| <p>Things to note:</p> <p>For a 6 week term 4 lessons and an assessment</p> <p>For a 7/8 week terms 5 lessons and an assessment</p> | |
| <p><u>End Points</u></p> <p>To know what home life was like during the Victorian Era and compare it to now.</p> <p>To know who Queen Victoria was and identify significant events during her reign and her role.</p> <p>To know how the Victorians impacted our local area.</p> <p>To know about Victorian school life.</p> | |