

| TOPIC                      | NATIONAL CURRICULUM                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | KEY VOCABULARY                                                                                                                                                                                                                                                                                          | POSSIBLE TRIP or EXPERIENCE                                                                                                                                                                                                                                                                                                                                               |
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| <b>VICTORIAN CHILDHOOD</b> | <p>Chronological Understanding: Develop an awareness of the past, using common words and phrases relating to the passing of time.</p> <p>Knowledge and Understanding of Events, People and Changes: Identify similarities and differences between ways of life in different periods; choose and use parts of stories and other sources to show understanding.</p> <p>Historical Interpretation: Understand ways we find out about the past and identify different ways it is represented.</p> <p>Local History: Significant historical events, people, and places in their own locality.</p> | <p><b>TIER 2</b> (High Frequency/Instructional): Experience, leisure, living conditions, charity, compare, past, present, similarities, differences, timeline.</p> <p><b>TIER 3</b> (Subject Specific): Queen Victoria, workhouse, factories, rich, poor, schools, Ragged school, education, slums.</p> | <p>Interactive virtual walkthrough of a Victorian slum/street.</p> <p>Roleplay Experience: The Victorian classroom.</p> <p>Artefact Handling: A visiting workshop or loaned box of real/replica Victorian toys.</p> <p>Dress-up Day: Provide replica Victorian clothing (pinafores, flat caps) for pupils to try on.</p> <p>Museum Visit: V&amp;A Museum of Childhood</p> |
| <b>PRIOR LEARNING</b>      | <p><b>EYFS:</b> Children have recounted events using the language of time (first, then, next) and commented on images of familiar situations in the past.</p> <p><b>Y1:</b> Pupils have developed an awareness of the past using words relating to the passing of time, studying changes within living memory (e.g., flight, space, dinosaurs).</p> <p><b>Y2</b> (Previous Unit): Pupils have situated 1666 on a timeline and compared London then and now during the Great Fire of London unit.</p>                                                                                         |                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                           |

|                                        | WEEK 1                                                                                                                                             | WEEK 2                                                                                                                                                      | WEEK 3                                                                                                                                       | WEEK 4                                                                                                                          | WEEK 5                                                                                                                         | WEEK 6                                                                                                                                           |
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| <b>ENQUIRY QUESTION</b>                | Who were the Victorians and where do they fit on our timeline?                                                                                     | How do we know what a Victorian school was like for rich children?                                                                                          | Why is Thomas Barnardo a significant historical figure?                                                                                      | What can Victorian toys tell us about how children played?                                                                      | What can clothes tell us about the lives of rich and poor Victorian children?                                                  | How has childhood changed since the Victorian era?                                                                                               |
| <b>LEARNING OBJECTIVES AND CONCEPT</b> | <p>To know who the Victorians were and their living conditions .</p> <p>To sequence historical periods on a timeline.</p> <p><b>CHRONOLOGY</b></p> | <p>To know what schools were like for rich children .</p> <p>To interpret photographs and sources to learn about the past.</p> <p><b>HISTORIOGRAPHY</b></p> | <p>To know what children who didn't go to school did .</p> <p>To explain the significance of Thomas Barnardo.</p> <p><b>SIGNIFICANCE</b></p> | <p>To know about Victorian toys and leisure .</p> <p>To investigate material culture (artefacts).</p> <p><b>ARCHAEOLOGY</b></p> | <p>To know the difference between rich and poor clothing .</p> <p>To compare historical sources.</p> <p><b>ARCHAEOLOGY</b></p> | <p>To know the similarities and differences between childhoods .</p> <p>To draw contrasts to identify change over time.</p> <p><b>CHANGE</b></p> |

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| <b>ACTIVITY</b>                   | Create a class timeline placing the Victorians after the Great Fire of London. Sort images of living conditions into 'Victorian' and 'Modern'.                                            | Examine a historical photograph of a Victorian classroom. Use a "See, Think, Wonder" routine to deduce what education was like for the wealthy. | Story-led mapping: Trace the life of a poor Victorian child working in a factory, ending with Barnardo's intervention. | Carousel activity: Pupils rotate around tables to play with and examine replica Victorian toys (e.g., cup and ball, spinning top). | Venn Diagram sorting: Sort pictures and descriptions of clothing into 'Rich', 'Poor', and 'Both' categories. | Create a structured comparative account (poster or booklet) showing "My Life" vs. "A Victorian Child's Life".          |
| <b>ASSESSMENT</b>                 | Can the child accurately place the Victorian era on a timeline relative to 1666?                                                                                                          | Can the child identify two ways we know about Victorian schools using sources?                                                                  | Can the child verbally explain why Thomas Barnardo was important for poor children?                                    | Can the child compare a modern toy with a Victorian toy using historical vocabulary?                                               | Can the child identify the living conditions of a child based purely on their clothing?                      | Can the child clearly articulate at least three changes in childhood from then to now?                                 |
| <b>HIGHER ORDER QUESTIONS</b>     | Evaluate: Why might living in a Victorian slum be dangerous?                                                                                                                              | Analyze: Why are there no photographs of very early Victorian schools, only paintings?                                                          | Create: If you were Thomas Barnardo, what rules would you make for your Ragged school?                                 | Analyze: Why do you think Victorian toys were made of wood and metal instead of plastic?                                           | Evaluate: Is it fair that you could tell a child's wealth just by looking at them?                           | Synthesize: What is one thing from the Victorian era you wish we still had today?                                      |
| <b>BIG QUESTIONS FOR DISPLAY</b>  | What was life like for a child in the Victorian era?<br>How do we know about the Victorian times if we weren't there?<br>Would you rather be a child now or a child in the Victorian era? |                                                                                                                                                 |                                                                                                                        |                                                                                                                                    |                                                                                                              |                                                                                                                        |
| <b>INCLUSION &amp; ADAPTATION</b> | Provide a pre-filled timeline with visual anchors. Use real objects instead of photos for living conditions.                                                                              | Use a 'magic magnifying glass' (a cut-out frame) to help focus attention on single parts of the complex photograph.                             | Use a storyboard with pre-drawn pictures for sequencing the life of a poor child.                                      | Ensure toys chosen are tactile and easy to manipulate for fine motor difficulties.                                                 | Provide actual fabric swatches (silk/velvet vs. rough linen) to make the comparison tangible.                | Provide sentence stems (e.g., "Today I play with... but a Victorian child played with...").                            |
| <b>GREATER DEPTH</b>              | Ask pupils to explain the concept of 'duration'—how long the Victorian era lasted compared to their own lives so far.                                                                     | Challenge pupils to consider if the photograph might be 'posed' or biased, introducing early historiography.                                    | Have pupils debate whether it was the government's job or a charity's job to help the poor.                            | Challenge pupils to design a new toy using only Victorian materials and mechanisms.                                                | Ask pupils to write a short dialogue between a rich and a poor child meeting in the street.                  | Ask pupils to write a reflection on why these changes happened over time, demonstrating an understanding of causation. |