### Differentiation and support

**SEN / EAL:** Simplify tasks to focus on collecting less information. Provide with templates and writing frames. Work in mixed ability pairs.

**GT:** Require additional, detailed information, presented in correct tone. Support less able peers.

### Cross curricular links

**English:** researching and presenting information, making notes, justifying opinions and using dictionaries and glossaries

**Maths:** Venn and Carroll diagrams

**Science:** inventions and improvements in technology

**Geography:** classification of events as social, political, economic or environmental, maps and countries of the British Empire and trade relationships

**ICT:** researching information and using online sources and activities

**PSHCE:** healthcare and social conditions and attitudes in different times, what is important to them (time capsule activity) and people who improved the lives of others

### Activities Resources Success Criteria

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| 1 | To research information on the Victorians | Over half-term children to research information on one aspect of the Victorians e.g. Victorian schools, Queen Victoria etc Children to use this research to create a PowerPoint or a hand-made poster to present what they found out to the rest of the class after half-term | Children’s presentations | MUST: present some information on the Victorians and makes notes on other people’s presentations

SHOULD: organise their mind map so information on similar topics is grouped

COULD: make links between different areas of their mind map |
To know some the important changes and inventions of the Victorian period
To identify changes as being social, political, economic or technological
To justify their opinions

Plenary:
Share their mind map with their partner and compare what information they recorded and how they organised it

Intro:
Explain that the Victorian period in Britain was one of the most dynamic periods in British history, with many changes and inventions
Ask the children to think, pair, share some of the changes and inventions that they found about from listening to each other's presentations
Explain that we are going to be looking at a timeline of events from the Victorian period, and identifying each event as being political, social, economic or technological
Go through PowerPoint that:
- explains what 'social changes' means and gives some examples
- explains what 'political changes' means and gives some examples
- explains what 'economic changes' means and gives some examples
- explains what 'technological changes' means and gives some examples
- explains that many events can be identified as more than one of the above, and gives the children some examples to discuss with a partner e.g. people learning to use iron to make tools and weapons
- explains the more complex events from the timeline e.g. the introduction of income tax and the opening of the Suez Canal
- explains the independent work

Main:
Children given a table with headings of Year, Event, Soc., Pol. Eco. and Tech.
Children need to decide which of the categories each event belongs to, and tick the columns in the table to show e.g. the last public hanging is a social and a political event, so the children would tick the social and political columns
Extension: Children to add one event to each different section of a Venn diagram with headings of ‘Social’, ‘Political’ and ‘Economic’
Extension 2: Children to compare and contrast their choices with a partner’s, and for some events where their classifications differ, complete this phrase in their books: ‘I disagreed with (name) about (event). I thought it was also a / it was not a (political / social / economic / technological) change because …’
(Encourage children to discuss each event as they work through them, as the justification and thinking aspect is more important than the ticking of columns)

Plenary:
In small groups, children to compare and contrast their choices for each event and discuss any differences and justify their choices of classifications

(Could give children homework of finding out more about one of the events each)

Print and enlarge slides on social, political, economic and technological changes and leave them on display throughout lesson
Worksheets

MUST: identify each event as being social, political, economic or technological
SHOULD: provide suitable justifications for their classification choices
COULD: represent some of their choices in a Venn diagram
To know some of the inventions and social changes during Victorian times

**Intro:**
Ask the children to think, pair, share some of the inventions in Victorian times
Ask the children to think, pair, share which of these was the most important, and to justify their answer (tell them they have to pick one)
Ask the children to think, pair, share some of the social changes in Victorian times
Ask the children to think, pair, share which of these was the most important, and to justify their answer (tell them they have to pick one)

**Explain the independent work**

**Main:**
Children given two separate diamond nines (see below) on Victorian inventions e.g. light-bulb, and on social changes in Victorian times e.g. compulsory schooling

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Children given two separate sets of cards on each topic; they need to cut out cards and arrange them as above or write the inventions / changes in the boxes

**Extension:** Children to research in books and / or online at [http://resources.woodlands-junior.kent.sch.uk/homework/victorians.html](http://resources.woodlands-junior.kent.sch.uk/homework/victorians.html) to find out about other inventions and / or social changes

**Plenary:**
Children compare how they arranged the reasons with how their partner arranged them, justifying their decisions and arguing for their choices
Watch the video on Victorian inventions at [http://vimeo.com/14027652](http://vimeo.com/14027652) (if the link does not work, Google ‘Horrible Histories - Victorian Inventions’)

**Competition in pairs / small groups to remember as many of the inventions from the video as they can**

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**Diamond nine worksheets**

**Scissors**

**Glue**

**Books on Victorians and / or computers or laptops (for extension)**

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**To access the complete version of the Victorians KS2 planning, with every resource needed to teach each lesson, visit:**


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