

VICTORIANS KS2 PLANNING

Class:

Term:

Subject: History

Topic: Victorians

Differentiation and support	Cross curricular links
<p>SEN / EAL: Simplify tasks to focus on collecting less information. Provide with templates and writing frames. Work in mixed ability pairs.</p> <p>GT: require additional, detailed information, presented in correct tone. Support less able peers</p>	<p>English: researching and presenting information, making notes, justifying opinions and using dictionaries and glossaries</p> <p>Maths: Venn and Carroll diagrams</p> <p>Science: inventions and improvements in technology</p> <p>Geography: classification of events as social, political, economic or environmental, maps and countries of the British Empire and trade relationships</p> <p>ICT: researching information and using online sources and activities</p> <p>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</p>

W	LO	Activities	Resources	Success Criteria
	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		
1	<p>To make notes about the Victorians</p> <p>To present information that they have researched</p>	<p>Intro: Explain that children will be presenting their poster / PowerPoint that they made over half-term to the rest of the class. Explain that those who are listening will be using what they find out to make a mind map. Model how to make a mind map, with the topic in the middle (the Victorians) Emphasise the need to put information with other related information and to try not to write the same thing more than once. Remind children of how to present well and how to be a good audience</p> <p>Main: Children present their poster / PowerPoint to the rest of the class, who use their information to make a mind map After each presentation, give children who are listening a chance to ask the presenter a couple of questions</p>	Children's presentations	<p>MUST: present some information on the Victorians and makes notes on other people's presentations</p> <p>SHOULD: organise their mind map so information on similar topics is grouped</p> <p>COULD: make links between different areas of their mind map</p>

		<p>Plenary: Share their mind map with their partner and compare what information they recorded and how they organised it</p>		
2	<p>To know some the important changes and inventions of the Victorian period</p> <p>To identify changes as being social, political, economic or technological</p> <p>To justify their opinions</p> <p>(45 mins)</p>	<p>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</p> <p>Go through PowerPoint that:</p> <ul style="list-style-type: none"> 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 <p>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 this 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 <i>in their books</i>: '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)</p> <p>Plenary: In small groups, children to compare and contrast their choices for each event and discuss any differences and justify their choices of classifications</p> <p>(Could give children homework of finding out more about one of the events each)</p>	<p>Print and enlarge slides on social, political, economic and technological changes and leave them on display throughout lesson</p> <p>Worksheets</p>	<p>MUST: identify each event as being social, political, economic or technological</p> <p>SHOULD: provide suitable justifications for their classification choices</p> <p>COULD: represent some of their choices in a Venn diagram</p>

3	<p>To know some of the inventions and social changes during Victorian times</p> <p>To evaluate the relative importance of each improvement / social change</p>	<p>Intro:</p> <p>Ask the children to think, pair, share some of the inventions in Victorian times</p> <p>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 <i>one</i>)</p> <p>Ask the children to think, pair, share some of the social changes in Victorian times</p> <p>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 <i>one</i>)</p> <p>Explain the independent work</p> <p>Main:</p> <p>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</p> <div data-bbox="394 537 877 760"> </div> <p>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</p> <p>Extension: Children to research in books and / or online at http://www.primaryhomeworkhelp.co.uk/victorians.html to find out about other inventions and / or social changes</p> <p>Plenary:</p> <p>Children compare how they arranged the reasons with how their partner arranged them, justifying their decisions and arguing for their choices</p> <p>Watch the video on Victorian inventions at https://www.youtube.com/watch?v=N9g6kWoMHHs (if the link does not work, Google 'Horrible Histories - Victorian Inventions')</p> <p>Competition in pairs / small groups to remember as many of the inventions from the video as they can</p>	<p>Diamond nine worksheets</p> <p>Scissors</p> <p>Glue</p> <p>Books on Victorians and / or computers or laptops (for extension)</p>	<p>MUST: know some of the inventions and social changes from Victorian times</p> <p>SHOULD: evaluate the relative importance of the inventions and social changes and justify their opinions</p> <p>COULD: find out about some additional inventions and / or social changes</p>
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To access the complete version of the [Victorians KS2 planning](http://www.saveteacherssundays.com/history/year-6/549/victorians-ks2-planning/), with every resource needed to teach each lesson, visit:

<http://www.saveteacherssundays.com/history/year-6/549/victorians-ks2-planning/>

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