**Hook**

Victorian school experience

Watching clips of horrible histories and Oliver Twist.

Creating props for the classroom.

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| **Focus 1** |
| **Drivers:** inspire, immerse, enterprise, 21st century life, being your best, enquiry, community, world wise |
| **Focus Outcome:** Write a diary from the point of view of the Victorian class teacher.   |  |  |  | | --- | --- | --- | | Basic: What are the features of a diary? | Advancing: Can you compare the diary of a Victorian teacher and a modern teacher? | Deep: Can you debate which is worse, the life of child in a Victorian school, or the life of a teacher? |   **Subjects and Opportunities**:  Writing – Write diaries.  Maths – Use and apply measures.  Math – Add, subtract, multiply and divide.  PE – Play and modify competitive games.  PSHE – Stereotypes  History – Study a theme in British History - Victorians  **Activities:**  Looking at timetables – day in school  Typical Victorian arithmetic  Create their own vile drill in school  Diary writing  Comparing school now to the Victorian times. |
| **Focus 2** |
| **Drivers:** inspire, immerse, enterprise, 21st century life, being your best, enquiry, community, world wise |
| **Focus Outcome:** Create a comic strip on crime and punishment   |  |  |  | | --- | --- | --- | | Basic: Can you identify some Victorian crimes? | Advancing: Can you categorise the crimes in order of severity? | Deep: Justify whether or not the punishments fitted the crimes? |   **Subjects and Opportunities**:  Writing – Write comic strips  Reading – Read and listen to whole books  History - Study a theme in British History – Victorians  Computing – Design and write programs that accomplish specific goals.  **Activities:**  Identify 19th century crime - pick pocketing, burglary, garroting.  Research the punishments  Look at the food in prison – taste some gruel.  Read horrible histories  Re-enacting the life in prison – TRIAL.  Create their own game linked to crime and punishment. |
| **Focus 3** |
| **Drivers:** inspire, immerse, enterprise, 21st century life, being your best, enquiry, community, world wise |
| **Focus Outcome:** Create vile food   |  |  |  | | --- | --- | --- | | Basic: Can you label the features of a recipe? | Advancing: Can you explain which food was the worst? | Deep: Can you create a review debating which food was the most vile? |   **Subjects and Opportunities**:  Writing – Write instructions.  Science – Look at the effect of diet  Maths – Use and apply measure – money  DT – prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.  DT – understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.  History - Study a theme in British History – Victorians  **Activities:**  Creating and tasting vile Victorian food – cabbage soup, pickled cabbage, gruel etc.  Write instructions for their food  Look at how food was preserved in Victorian times and the lack of storage/fridges  Scientific enquiry of food – potatoes/cabbages etc  Study the effect of diet on health  Work out the costs of food and working on a budget. |
| **Focus 4** |
| **Drivers:** inspire, immerse, enterprise, 21st century life, being your best, enquiry, community, world wise |
| **Focus Outcome:** Creating a protest on child labour   |  |  |  | | --- | --- | --- | | Basic: Can you list the jobs that children did in the Victorian times? | Advancing: Can you summarise the reasons why children should not have to work? | Deep: Can you argue for children working in Victorian times? |   **Subjects and Opportunities**:  History - Study a theme in British History – Victorians  Science- Examine the properties of materials using various tests.  DT – select from and use a wider range or materials/textiles according their functionality  Writing – Write persuasively.  Writing – Write poems that convey an image  **Activities:**  Testing materials for use in pots and weaving – which ones are the best and why?  Creating a piece of weaving/pottery  Examine the different types of jobs in the Victorian times for both children and adults.  Drama – recreating the life of a child worker/ strikes and protesting  Writing a persuasive piece about child labour.  Write emotional poetry from the child’s point of view. |
| **Focus 5** |
| **Drivers:** inspire, immerse, enterprise, 21st century life, being your best, enquiry, community, world wise |
| **Focus Outcome:** Artwork showing how vile the Victorian street was.   |  |  |  | | --- | --- | --- | | Basic: Can you describe what a slum street looks like? | Advancing: Can you the compare the differences between a rich street and a slum street? | Deep: Can you imagine what it would be like on a slum street? |   **Subjects and Opportunities**:  History - Study a theme in British History – Victorians  Art – Learn about great artists  Art – Improve mastery of techniques  Geography – Use maps  Geography – use the eight points of a compass, symbols and keys to build knowledge of the UK.  DT – Design, make and evaluate  Maths – Use and apply measures  Maths – Use the properties of shapes and angles in increasingly complex and practical contexts including in construction.  **Activities:**  Research 19th century slums and richer areas in London.  Study Victorian maps of London  Look at how street children survived and what they did.  Create a cart for collecting street and house muck - using measuring.  Research the artwork of L. S. Lowry and his techniques to create their own painting depicting the life of a child on the streets. |