**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.

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| 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 – StereotypesHistory – Study a theme in British History - Victorians**Activities:**Looking at timetables – day in schoolTypical Victorian arithmeticCreate their own vile drill in schoolDiary writingComparing 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

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| 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 stripsReading – Read and listen to whole booksHistory - Study a theme in British History – VictoriansComputing – Design and write programs that accomplish specific goals.**Activities:**Identify 19th century crime - pick pocketing, burglary, garroting. Research the punishmentsLook 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

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| 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 dietMaths – Use and apply measure – moneyDT – 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 foodLook at how food was preserved in Victorian times and the lack of storage/fridgesScientific enquiry of food – potatoes/cabbages etcStudy the effect of diet on healthWork 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

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| 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 – VictoriansScience- 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/potteryExamine the different types of jobs in the Victorian times for both children and adults. Drama – recreating the life of a child worker/ strikes and protestingWriting 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.

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| 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 – VictoriansArt – Learn about great artistsArt – Improve mastery of techniquesGeography – Use mapsGeography – use the eight points of a compass, symbols and keys to build knowledge of the UK.DT – Design, make and evaluateMaths – Use and apply measuresMaths – 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 LondonLook 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. |