

Credibility: What will we learn?

We will know that (*factual knowledge*):

- The Victorian Era was between 1819 and 1901 and was named after Queen Victoria. We will be able to place the Victorian era on our class timeline. We will find out about Queen Victoria and look at her charitable work with supporting sick people in hospitals to support our Learner Value and our own charity work.
- They are many similarities and differences between life as a child now and in the past as a Victorian child.

We will know how to (*procedural knowledge*):

- Research information about people, similarities, and differences between now and the past, use local knowledge and visit local buildings.
- Ask questions to find out more.
- Compare and contrast and look at different points of view.
- Work together as a team to achieve an end goal and use drama strategies to become immersed in our learning.

We will learn the similarities / differences / connections between (*conceptual knowledge*):

- A childhood now and in the past.

We will understand that:

- Life has changed significantly over time.

Character: What 'Learner Values' will we explore?
How? **Being Caring**

What significant people will we learn about?

Queen Victoria and the life of a young Victorian boy

Coherence: What theme have we chosen to bring the curriculum and 'Learner Values' together?

- Through drama strategies and research, we will learn about life as a Victorian Child

Things that make this theme interesting to our children:

- Using the children's own experiences to compare and contrast.
- Using the local environment to do some research.

Key Vocabulary that all children should learn:

- Victorian Age, Queen Victoria, Past, present, future, similarities, differences, poverty, charity, caring, compassion, diary, museum, display, exhibition, carol.

Year 2 (Autumn 2 2023)

Key Inquiry Question:

Key year group concept: **Caring**

What does showing kindness and care to others look like?

Learner Champion – **Norfolk and Norwich Hospitals Charity – Supporting Jenny Lind's Children's Hospital**

Catalyst: What's the story that will 'hook' the children into the learning theme and energise the inquiry?

People (Who is in a mess or a muddle? Who else might have different points of view on the situation?)

- Using diary extracts from a young boy's diary from 1895 we will be able to find out more about the life of a Victorian Child

Place (Where and when does this take place? How does the setting and time create opportunities for learning?)

- The young boy was born at the Norwich Hospital in 1886, lives in Cardiff Road and went to Avenue School

Problem (What is the mess or muddle? Where are tensions, complications, and difficulties?)

- Norwich Castle Museum have found extracts from a young boys' diary and some artefacts. They would like us to help them find out more about life as a Victorian Child in Norwich for a new history display, they want to set up.
- Using extracts from the diary we will find out more about houses and domestic life, games, jobs, school, and a Victorian Christmas
- The young boy is also inspired by Queen Victoria's charity work and likes to raise money for local sick children and children living in Poverty.

Possibilities (What are the solutions? How do those solutions drive possibilities for curriculum coverage?)

- Using extracts from a diary to help us find out more about life in the past.

Compassion: What opportunities are there to teach compassion?

- Compassion for children living in poverty and for sick children. Charity work.

Connectedness: How does this inquiry link to other learning, in the past or yet to come? How does it link to core subjects?

Connections to previous and future learning:

- Year One work on timelines and similarities and differences with household items
- Research skills, asking questions, drama strategies.

Connections to core learning:

- Science – healthy lifestyle and food.
- Writing – diary writing, instructions, recount.
- Speaking and listening – asking questions to find out more, similarities and differences,
- Art – sewing, Christmas cards, decorations.
- RSE – emotions and empathy, working collaboratively, strengths and weaknesses.
- History – learning about lives of important people, Queen Victoria, develop an awareness of the past, chronological framework, similarities, and differences.
- Geography – local landmarks and buildings

Culture & Community: Where are the links to local / national / international expertise and resources? (Including offsite visits)

Offsite visit to Avenue Junior school – Victorian School.

Where are the links to our '50 things to do before you leave Rec Road'?

Democratically choose the school's Charity of the Year, and plan ways to raise money for it.

Make a meal and share it with others.

Being Curious

**We're Curious
We Use What We Know
We Ask Questions
(And It Matters To Us)**

Exploring

**We Plan
We Investigate
We Record**

Making Sense &

**Meaning
We Collect
We Evaluate
We Organise**

Creating & Sharing

**We Select
We Create
We Share**

Reflecting

**What Have We Learnt?
Even Better If?
What Now?**

Inquiry Launch

How will you launch the inquiry, so the children are curious, share their prior learning and care about the context?

What will you use as your key inquiry stimuli?

- A letter arrives from Norwich Museum asking for our help.
- They have found some pages from a young boy's diary dated 1895 and some artefacts. They want us to find out more about the life of a Victorian Child in Norwich for a new display they want to create in the museum.
- Use the children's own experiences to help them compare and contrast life now and in the past.
- Research local charity and raise money.

How will you introduce the children to how their learning will be presented? What will you decide / what can they decide?

Pupils will receive letter from Castle Museum asking us to find out more about Victorian Life in Norwich.

Pupils can decide on which information they need to collect, we will create a mock display and send photos to the Castle Museum to help them.

What do you see as the key lines of inquiry that the children will need to explore?

What are the similarities/differences of life in Victorian Norwich.

Look at Victorian Unit of work in history, looking at plotting it on timeline. Queen Victoria, Life, School.

What resources will they / you need?
Letter, Victorian artefacts, diary entries, school uniform.

What opportunities will there be for collaboration?

Front loading and research into Victorian life and Queen Victoria – internet and books to do research – asking questions to find out more, what do they already know? Visit local landmarks including Avenue Junior School to find out more. Use artefacts and diary extracts. Drama strategies used to build empathy, engagement, and a vested interest. Work together to help create a new historical display at Norwich Castle Museum Find out more about our chosen charity/link to Queen Victoria's charitable work – raise money for this charity.

What will you do to help the children:

**collect information;
evaluate its worth;
organise it into a useful form?**

- Class discussions
- Pictures, art work and dairy writing
- Use a range of resources – books, the internet and other people's knowledge to further our own understanding, visit Avenue Junior School – a local Victorian school.
- Artefacts – Victorian art box/uniform.
- Create displays and collective drawings.
- Presentations and evaluations
- Christmas show with traditional Victorian carols.

Pupils will write a diary entry in the style of the one sent by the Museum. Pupils will also create a set of instructions on how to make a Victorian decoration/food.

Presentation of Learning

What learning product(s) will the children create that will lead them to tackle the key inquiry question?

Children will create a fact file about Queen Victoria showing her caring nature. Pupils will also be caring through sharing their knowledge through diary entries, instruction, and songs.

Pupils will also pick a charity inspired by Queen Victoria to support and make a card/decoration to raise money for those in need.

How will the learning product(s) be presented to others?

Charitable sale.

Classes to curate an exhibition and take photos for the Castle Museum.

Who will their audience(s) be?
Castle Museum

How will the children be actively involved in presenting their learning?

The audience will be Norwich Castle Museum.

We will send off our findings, research, drawings, and presentations for use in the new historical display.

How will the children gain meaningful feedback ?

Peer, class, year group feedback and discussions

What will you do to help them to reflect on what they did well?

Self-evaluation

Evaluation from Norwich Castle Museum

What will you do to help them reflect on what they could do better in future?

Feedback from local charity