

<b>Title</b> <b>Vile Victorians</b>	<b>Project overview</b> The aim of the project is to develop an understanding of what life was like in Victorian times, the key events that happened during Queen Victoria's reign and how inventions from that time have changed how we live today.	<b>Hook</b> A Victorian school day: - Strict mistress - Schooling - Inspecting hands - Chores - Writing	<b>Texts</b> Fiction: The Cotton Mill Girl - a historical story/tragedy.  Non-fiction: Recount - diary entry of a Victorian child living in a workhouse.  Guided reading: Stig of the Dump	<b>Maths overview</b> Number - consolidation of multiplication and division Measurement - Money Statistics  Daily times table practice to aid fluency.
<b>Year group: 3</b> <b>Spring Term: 1</b>	<b>Key Vocabulary</b> Victorians, strict, master, mistress, invention, progress, law, workhouse, mill, Queen Victoria, factories, labour, wage, colour, era, reign, act, empire	<b>Intended outcome</b> By the end of the project, the children will be able to take their guests on a journey back in time. Sharing their ideas, creations and tales. The children will work in groups to focus on one area of learning each, for example, one team will showcase and sell their Victorian toys in an 'apprentice-style' pitch.	<b>Resources</b> Oxfordshire Museum 'School Days' box loan, slate boards, ink pens, ink, Victorian photo booth, Victorian-style toys.	<b>Areas of learning</b> <b>Subjects</b> History, Geography, Art, DT, Music, Science
How does learning build on prior understanding? Other year groups and other learning?	Content What will we learn?	Creativity How will we show our learning in different ways?	Ethos How does the project embed our values?	How will this project prepare for future learning?
<i>Prior knowledge Understanding Information</i>  <b>Link to term 1 - Chocolate</b> - <b>Geography and D&amp;T</b> - Understanding supply chains, manufacturing of products and designing chocolate packaging that will appeal to consumers. - Class 3 will use this understanding to investigate the importance of colour in Victorian children's toys.  <b>Link to term 2 - Polar Explorers</b> - <b>History, Geography and Literacy</b>	<b>History and Literacy</b> <ul style="list-style-type: none"> <li>How children lived in those times and the hardships that most faced, for example, life in a workhouse.</li> <li>The impact that new laws had on children's lives.</li> <li>What clothes, toys and schooling were like in Victorian times and how this compares with life today.</li> <li>What things were invented in the Victorian era.</li> </ul> <b>Geography and History</b> <ul style="list-style-type: none"> <li>The key events that happened</li> </ul>	<b>D&amp;T and Art</b> <ul style="list-style-type: none"> <li>By designing and building a victorian child's toy</li> <li>Exploring how colour is used by companies to make products, such as toys, appealing to consumers.</li> <li>Comparing the colours of toys in the Victorian era to toys today.</li> </ul> <b>Music and 'Speaking and Listening'</b> <ul style="list-style-type: none"> <li>Using drama to understand how a Victorian child living in a workhouse and a child</li> </ul>	<b>History and Literacy</b> <ul style="list-style-type: none"> <li>An understanding that children had to be both resourceful and resilient to work in the cotton mills and mines.</li> </ul> <b>RE</b> <ul style="list-style-type: none"> <li>Understanding, acknowledging and accepting that other people's faiths and beliefs are important.</li> </ul> <b>History, Art and Geography</b> <ul style="list-style-type: none"> <li>Being able to reflect upon the contrast between life today</li> </ul>	<b>Link to term 5 - Growth and Empire</b> - <b>Geography and History</b> - Understanding the impact of the British Empire and its global impact. - Class 3 will expand their knowledge of the British Empire and how significant the Victorians were in contributing to this.  <b>Link to class 4 - Warriors!</b> - History and Geography - Learning about the history of the Vikings and Anglo-Saxons,

<p>- Learning about how different explorers made their discoveries and how they might have felt.</p> <p>- Class 3 will use this understanding to consider how the many changes that took place over the Victorian period changed the lives of Victorians and our lives today, for example, the introduction of the railway system.</p> <p><b>Link to class 1 -Fabulous Food</b></p> <p><b>- History</b></p> <p>- Class 1 will learn about homes and food from the past. They will then contrast this with life today.</p> <p>- Having this early understanding of life in the past will help class 3 to learn about a Victorian child's lifestyle and how it is similar and different to theirs today.</p> <p><b>Link to class 2 - Marvelous Mechanisms and Mechanical Machines</b></p> <p><b>- D&amp;T, History and Art</b></p> <p>- Class 2 will learn about different machines, how they move and they will create their own carts.</p> <p>- Having this understanding of mechanisms will help Class 3 understand the mechanisms in Victorian toys and why they were so appealing to children</p> <p>- It will also help them to choose the best media to use for the best coverage, colour wheels and colour spectrums when designing, creating and evaluating their Victorian toys.</p>	<p>during Queen Victoria's reign.</p> <ul style="list-style-type: none"> <li>• The introduction of the early railway system and how this changed the economy and the lives of Victorians.</li> <li>• Locating Victorian railways and knowing the names of cities in the UK.</li> <li>• Making links to the local area of Didcot, its Great Western Railway history and how this established Didcot as an important intersection.</li> </ul> <p><b>Science</b></p> <ul style="list-style-type: none"> <li>• What types of rocks form the earth?</li> <li>• Who was Mary Anning and what did she discover about rocks and fossils?</li> <li>• How our muscles need to warm up and cool down before physical activity.</li> </ul>	<p>working in a factory might have felt. Developing empathy to use in writing.</p> <ul style="list-style-type: none"> <li>• Learning songs from the musical 'Oliver!' to support their understanding of how the concept of childhood has changed since the Victorian era.</li> </ul>	<p>and life in Victorian Britain, for example, leisure, childhood and work.</p> <p><b>PSHE</b></p> <ul style="list-style-type: none"> <li>• Showing resilience when discussing their dreams and goals in PSHE by talking about how they can overcome obstacles that might prevent them from achieving.</li> <li>• Considering the dreams and goals a Victorian child might have had. Contrasting these with their own goals to aid reflection and gain an understanding of what life was like for a child in the Victorian age and how it might have felt.</li> </ul>	<p>and their empires.</p> <p>- Class 3 will learn about the Victorian empire and how it was sustained.</p> <p><b>Link to class 5 - Fairground Forces</b></p> <p><b>- Science and D&amp;T</b></p> <p>- Exploring different forces to create their own fairground rides.</p> <p>- Class 3 will begin to understand forces when designing and making their own Victorian toys.</p> <p><b>Link to class 6 - Nations</b></p> <p><b>- Geography and History</b></p> <p>- Understanding what makes a nation and understanding British values.</p> <p>- Class 3 will learn about the Victorian empire and its successes.</p>
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