

Title: Growth and Empire	Project overview The aim of this project is to use historical sources, such as maps and photos to explore and compare the changes during the reigns of both Queen Victoria and our Queen Elizabeth II. This will include an analysis of how the British Empire was sustained, the changes in leisure time, everyday home life and ultimately, conclude with a debate surrounding which Queen has seen more change in their reigns?	Hook Historical enquiry - what do we know so far? Compare statements Fact-finding Establish a basic timeline of both monarchs	Texts Fiction: 'The Magic Portal' - adventure story Guided Reading: The Iron Man by Ted Hughes Class text: The Witches by Roald Dahl Non-Fiction: Discussion text - Balanced argument Reading Environment: Non-fiction historical texts about: Queen Victoria and Queen Elizabeth II, Victorian home life, the empire, 21st century home life, the story of the royal family and England	Maths overview Fractions Time Daily times table practice to aid fluency.
Year group: 3 Term: 5	Key Vocabulary Monarch, Britain, Queen Elizabeth II, Queen Victoria, reign, queen, change, empire, power, change, source, timeline, evaluate, analyse, leisure, railway, map, debate, justify, argument, global, ship, sea power, global trade, Victorian, Elizabethan, William Morris, friendship, respect, kindness, rights, responsibilities, forces, friction, surface, magnet, magnetic, magnetic field, poles, repel, attract	Intended outcome Historical debate	Resources Maps of the British Empire, photos of home life at different points in time, paint, rollers, lino tiles, Chromebooks, magnets, magnetic materials	Areas of learning subjects History, Geography, Art, PE, IT
Driving question Did Queen Victoria or has Queen Elizabeth II seen more change in their reigns?				
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?
Link to term 1 - Chocolate - Learning about fairtrade in Ghana and how cocoa is transported across the seas. - This Geographical understanding will help the children understand the power of the British Empire in establishing trade links in England. Link to term 3 - Vile Victorians - Understanding the key events of Queen Victoria's reign, the impact	History and Geography <ul style="list-style-type: none"> Using a range of historical sources Understand the timeline and growth of the British Empire. Looking at the impact that had on a world scale. Using maps to understand and explore the changes in the British Empire throughout the reign of two different monarchs. Examining changes in leisure time, everyday home life and growth of the railways during the reigns of the two Queens 	ICT <ul style="list-style-type: none"> Using Scratch -Learning how to program a game, understand basic functions and input a code Designing an adventure-themed game Art <ul style="list-style-type: none"> Artist study of William 	Community links <ul style="list-style-type: none"> Fundamental British Values of Democracy, Rule of Law, Respect and Tolerance, Individual Liberty. The platinum jubilee of Queen Elizabeth II in June to mark the 70th anniversary of the ascension to the throne of Queen Elizabeth II on 6 February 1952. Possibilities <ul style="list-style-type: none"> Considering the possibilities of 	Link to Class 4 - Warriors! - Class 4 has learnt about the rise of the Vikings and how they built their empire. - This links with the Victorian empire and how it was sustained over time. Like Class 4, we will examine and question sources to discuss how we know about what happened in the past. Link to Class 5 - Ruthless

<p>that had on children, leisure and free time and learning about the early railway system in the 19th century.</p> <p>- Class 3 will build upon this understanding by exploring the growth of the British Empire during Victoria's reign and comparing this to the reign of our current Queen Elizabeth.</p> <p>They will discuss and explore the changes to leisure time, home life and the growth of the railways.</p> <p>Link to class 1 - Harwell Happenings</p> <p>- Class 1 will learn about how Harwell has changed as a village and will continue to change in the future, including everyday home life. They will devise a basic map and note changes in living and lifestyle.</p> <p>- Having this understanding will help Class 3 note the changes throughout the reigns of two monarchs, including the growth of the railways, home life and leisure time.</p> <p>- Class 3 will also learn how to orientate and follow a map with increasing difficulty.</p> <p>Link to class 2 - WW2</p> <p>- Class 2 is learning about World War Two with a focus on what life was like for children, including home life, leisure time using primary sources</p> <p>- Class 3 will use first-hand sources such as maps and photos to evaluate changes in the British Empire and how British home life has changed since the reign of Queen Victoria.</p>	<ul style="list-style-type: none"> ● Debate the question: Did Queen Victoria or has Queen Elizabeth II seen more change in their reigns? ● To make a map of a short route experiences with features in current order (not to scale) - linked to PE lessons. ● Key Geographical skills, follow a map <p>Science</p> <p>Forces and Magnets:</p> <ul style="list-style-type: none"> ● Compare how things move on different surfaces ● Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet and identify some magnetic materials ● Observe that some magnets attract or repel each other ● <i>Comparative/Fair testing</i> ● <i>Researching</i> ● <i>Identifying/Classifying/Grouping</i> <p>PSHE</p> <p>Relationships:</p> <ul style="list-style-type: none"> ● How to make friends and solve friendship problems when they occur ● Showing respect in how they treat other people and knowing how to help others when they feel upset or hurt ● Knowing and showing what makes a good relationship <p>RE</p> <p>Christianity - 'What is good about good Friday?'</p> <ul style="list-style-type: none"> ● Suggesting how a person may rescue/help others who are in difficult situations. ● Explaining why Christians believe Jesus' death is important. ● Reflecting on whether they agree with Christian beliefs about Jesus' death. 	<p>Morris - printing</p> <ul style="list-style-type: none"> ● Print simple pictures using different printing techniques: ● relief and impressed printing recording textures/patterns monoprinting colour mixing through overlapping colour prints ● Evaluating their work and reflecting upon the decisions they have made - designing, creating and evaluating a final piece. <p>PE and Geography</p> <p>Orienteering</p> <ul style="list-style-type: none"> ● Make a map of a short route experiences with features in current order (not to scale) ● Following maps and instructions correctly ● Moving from one location to another - safely 	<p>the future of Britain and the power we have to help make positive changes.</p> <p>Resilience</p> <ul style="list-style-type: none"> ● Showing resilience when helping someone face a challenge and knowing what to do when they themselves are faced with a difficult situation - RE <p>Responsibility</p> <ul style="list-style-type: none"> ● Being a global citizen with rights and responsibilities who understands how some of the actions and work of people around the world help and influence their lives - PSHE <p>Resourcefulness</p> <ul style="list-style-type: none"> ● Being resourceful when working in a group to plan an argument and building upon other people's ideas to come to a decision. <p>Respect</p> <ul style="list-style-type: none"> ● Respect for other people and their religious beliefs in RE ● Listening and showing respect for the opinions of others during a debate in History ● Treating others with respect and understanding how being disrespectful towards others can have consequences in PSHE 	<p>Romans</p> <p>- Class 5 have learnt about how the Roman empire grew and changed over time and how the Romans paved the way for the future of transport.</p> <p>- Class 3 will begin to understand the idea of empire and how the British were about to control and maintain this during the reign of Queen Victoria.</p> <p>Link to Class 5 - Fairground Forces</p> <p>- Class 5 learnt about how forces work to create their own mechanical fairground rides.</p> <p>- Class 3 will learn about forces and magnets, including what they are and which objects are magnetic.</p> <p>Link to Class 6 - Stone Age</p> <p>- Class 6 will learn about Britain in the Stone Age, including what it was like, why there are different interpretations of the past and make deductions from a range of primary sources.</p> <p>- Class 3 will learn about key events in history during the reigns of both Queen Victoria and our Queen Elizabeth. They will also learn about the growth and impact of the British Empire</p>
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