**St Mary’s C of E Primary School, Writhlington**

*‘Inspiring Learning Together’*

**Scheme of Work + Knowledge Organiser**



**Key Vocabulary:**

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| **Spelling** | **Definition/Sentence** |
| Queen Victoria  | The Queen of the United Kingdom and Great Britain from 20th June 1837 until her death in 22nd January 1901.  |
| Industrial revolution  | A time of major change in the way products were made.  |
| Invention  | A new thing which someone has made.  |
| Migrate  | To move to a different area to find work or better living conditions.  |
| Reign  | To control a country.  |
| Workhouse  | Where poor people would live and complete jobs there.  |
| Revolution  | A big change in something.  |
| British Empire  | A term used to describe all the places around the world, which were once ruled by Britain.  |
| Penny Farthing | The name of the first ‘bicycle’. It was a high wheeler.  |
| Legislation  | A law or set of laws, which have been passed by Parliament.  |

**Wider Curriculum** (Cooking, trips, outdoor):

RE- looking at the individuals who had an impact on changing lives in a positive way.

English - the class book ‘Cogheart’, which is set during the Victorian period.

**The Learning Journey:**

**Can I place the Victorians correctly on a timeline?**

*Looking at its placement in History and how it is named after Queen Victoria.*

**Can I explain the jobs of Victorian children?**

**Can I explain what life was like in a workhouse?**

**Can I compare modern and Victorian schooling?**

**Can I explain the importance of the industrial revolution?**

**Can I explain how Victorian inventions have affected our lives?**

* **National Curriculum Knowledge outcomes:**Pupils have a wide ranging knowledge about historical events, from local history to world history
* Pupils have a deep understanding of how our knowledge of history is developed, identifying how a range of sources build up our knowledge and understanding
* Pupils can organise information purposefully when responding to or asking questions
* Pupils have a secure knowledge of chronology, accurately placing a range of historical events from around the world on a timeline
* Pupils can draw their own timeline, deciding on accurate intervals and adding to it as they learn about new periods of history

**Picture or illustration:**

Topic The Victorians