ST LAWRENCE C.E. PRIMARY SCHOOL LEARNING JOURNEY

SUBJECT: History UNIT: Victorian Christmas TERM: Aut 2 YEAR GROUP: 2

How has Queen Victoria influenced our lives today?	
END OF UNIT OUTCOME	A Victorian Christmas celebration (children to plan according to what they have learned)
OBJECTIVES	• the lives of significant individuals in the past who have contributed to national and international achievements.
CONCEPT: Leadership	Queen Victoria as a leader, her influence on our lives today
LESSON 1 QUESTION	**Who was Queen Victoria?**
KEY KNOWLEDGE	**Know that Princess Victoria Alexandria was born on May 24, 1819 at Kensington Palace in London.** - Her father was Edward, the Duke of Kent and her mother was Princess Victoria of Germany. - When Victoria was born, she was fifth in line for the crown of England. - After several of her uncles failed to have children, she became heir to the throne of the current king, William IV. **Know that when King William IV died in 1837, Victoria became Queen of the United Kingdom at the age of eighteen.** - Her official coronation took place on June 28, 1838. **Know that Victoria ruled the United Kingdom for 63 years.** - Victoria died on January 22nd 1901. **Know that on October 10, 1839 a German Prince named Albert came to visit the royal court. Victoria immediately fell in love. Five days later, they were engaged to be married.** - Victoria and Albert had 9 children. - Albert supported and helped her make decisions on how to rule England. on December 14, 1861 Albert passed away from typhoid fever. As a result, Victoria was very sad and withdrew from all politics.
RICH TASK	Introduce The Big Question – what do they already know? Explore KO – copy in book after title page and paper copy home. What do we know about her already? What do we not know? Eg birthday, date of coronation, how she and Albert met, details about her life and reign. Create a set of questions that we want the answers to on a flipchart. Give pupils sets of facts / pictures / websites / books that will fill in some blanks. Work in mixed pairs to find answers to some of our questions – when you find an answer – come and write it on the flipchart paper. Come together and review answers together and build a picture of Queen Victoria. Explain that there will be a portrait of QV in the local museum – it needs a caption which will tell people who she was and a bit about her life.

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<table>
<tr><td>SUPPORT AND CHALLENGE</td><td colspan="3">S – Factfile to fill in eg Birthday: Married to: Children:

C – Include extra details eg not just the date of her coronation, but information about where it was, what it was like.</td></tr>
<tr><td>KEY VOCABULARY</td><td>Coronation
Reign
Marriage</td><td>RESOURCES</td><td></td></tr>
<tr><td colspan="4"></td></tr>
<tr><td>LESSON 2 QUESTION</td><td colspan="3">How did people’s lives change during Queen Victoria’s reign?</td></tr>
<tr><td>KEY KNOWLEDGE</td><td colspan="3">The Victorian Era was a time of great change for Britain
Victoria and Albert’s passion for new ideas and technology meant many new inventions and discoveries took place.
<table>
<tr><td>Start</td><td>End</td></tr>
<tr><td>People live off the land</td><td>People live in towns and work in factories/ railways</td></tr>
<tr><td>Towns had narrow crowded streets, small shops and dwellings</td><td>Wide thoroughfares, impressive public buildings, new shops, commercial premises eg banks</td></tr>
<tr><td>Horses, bicycles and foot</td><td>Railways, trams, tunnels, stations</td></tr>
<tr><td>Many poor children did not attend school and worked from a young age. Rich children educated by governess</td><td>Laws passed to help children such as:
The 1891 Elementary Education Act which made school free for all children up to 10.</td></tr>
</table></td></tr>
<tr><td>RICH TASK</td><td colspan="3">KO review
Retrieval – how many facts about QV can you and your partner remember in 2 minutes?
Give images to represent the beginning of the Victorian era and then the end of the Victorian era as above (children, towns, travel, work). Can children organise into beginning and end? What can we learn from the images about what changed during the Victorian era and what the Victorians believed? Children to write a sentence for each comparison about what it tells them.
Look at our school building.</td></tr>
<tr><td>SUPPORT AND CHALLENGE</td><td colspan="3">S – Give pre written sentences eg streets were narrow / wide streets and public buildings. Can they match to correct photo?
C – What does the image tell you about what Victorians believed eg ‘ They believed education was important’</td></tr>
</table>

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KEY VOCABULARY	Education Travel Public	**RESOURCES**	Images
LESSON 3 QUESTION	**What do you think about the British Empire?**		
KEY KNOWLEDGE	**There were many places that were ruled by Britain – this resulted in the British Empire.** after Victoria recovered from Albert's death she took a strong interest in the British Empire, taking a particular interest in India. - by the time she died, Britain was the largest empire the world had ever known and included a quarter of the world's population. - The countries left the British Empire, but many went on to become part of the Commonwealth		
RICH TASK	Retrieval – give headings – Towns, Work, Education, Travel. What can you tell your partner about the changes in each area? KO Introduce term 'Empire'. Look at map of British Empire at start of Victoria's reign. What countries/ continents can we recognise? Look at maps that show Empire growing. Discuss - why would a country want an empire? How do we think they would get an Empire? (see natgeokids website for information, not to share with children). What do we think about the British Empire? How might the British have felt at the time? How might indigenous people have felt? Ask children to stand on either side of the classroom according to whether they think the British Empire was a good or bad thing. Support them to have a structured debate - share their opinions and then listen to the opinions of others. Discuss opinions and record as a class.		
SUPPORT AND CHALLENGE	S- Provide widget symbols of key vocabulary eg 'fair / not fair / rich / poor / language / tea / sugar / tobacco / fighting / religion		
KEY VOCABULARY	Empire Trade Religion Language Indigenous	**RESOURCES**	https://www.natgeokids.com/uk/discover/history/general-history/british-empire-facts/#:~:text=The%20British%20Empire%20is%20a,Central%20and%20South%20America%2C%20too
LESSON 4 QUESTION	**What was Christmas like for people living in Victorian times?**		
KEY KNOWLEDGE	**Many of our Christmas traditions today first began during the Victorian Era.** The Queen and her husband popularised the idea of wholesome family life and of family at Christmas time. The railways meant that people could easily travel to see their loved ones. Industrialisation had made a new middle class with disposable income. Factories began giving time off at Christmas Queen Victoria was influenced by her German husband's traditions: • Decorating Christmas trees • Christmas cards		

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	• A goose or turkey as the centre of a Christmas meal • Giving gifts (this was made more popular by Victoria and Albert) • Christmas stockings filled with sweets • Charitable giving - Queen Victoria gave presents to all her servants before the family gifts • Gingerbread/ Lebkuchen as a Christmas treat Christmas crackers (not from Albert but became popular at this time)		
RICH TASK	Retrieval practice activity – images from QV life – what can you tell me about these images? Revise KO History Detectives: Revisit the term 'source' and how / why Historians use sources. Explain that they will be History Detectives and will use the sources to find out about Victorian Christmas. In pairs, look at sources displayed around the room (eg QV and family at Christmas, Christmas Cards, Cracker adverts, image of stocking, menu of Christmas Dinner, recipe of gingerbread, image of Victorian Christmas tree). For each source, write a fact on a post it note. Come back together and create a comparison venn diagram as a class – Victorian, modern, both.		
SUPPORT AND CHALLENGE	S – Provide prompts under folded card for each image for pupils to access if they want. EAL pupils to be accompanied by an adult and have a widget image bank of Christmas items C – Create venn diagram independently.		
KEY VOCABULARY	Celebration source	**RESOURCES**	https://www.english-heritage.org.uk/christmas/victorian-christmas-traditions/ https://www.english-heritage.org.uk/visit/inspire-me/blog/blog-posts/how-did-queen-victoria-and-prince-albert-popularise-christmas/ https://www.vam.ac.uk/articles/victorian-christmas-traditions
LESSON 5 QUESTION	**How has Queen Victoria influenced modern Christmas celebrations?**		
KEY KNOWLEDGE	**Many of our Christmas traditions today first began during the Victorian Era.** The Queen and her husband popularised the idea of wholesome family life and of family at Christmas time. The railways meant that people could easily travel to see their loved ones. Industrialisation had made a new middle class with disposable income. Factories began giving time off at Christmas Queen Victoria was influenced by her German husband's traditions:		
RICH TASK	Retrieval practice activity look at selection of images: cards, decorations, crackers, wrapped presents, stocking, sweets, donation envelope, gingerbread, menu or recipe for Christmas dinner, elf on the shelf, Christmas films, Christmas lights decorations, nativity scene.		

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	Sort on tables into started in modern time, started in Victorian time. Are there any we're not sure about? Eg lights – could we say that candles on trees influenced our lights? Revise KO Watch video of a Victorian Christmas morning: Create mini books 'A Victorian Christmas' to teach their parents about Victorian Christmas.		
SUPPORT AND CHALLENGE	S – Give subheadings for them to write a sentence about eg Christmas trees / Cards / Christmas dinner / Stockings. Use vocab mat to support. C – Include a comparison with today. Eg ***In Victorian times****, Christmas trees would have been decorated with simple decorations like candles and fir cones.* ***Today,*** *people use electric lights, tinsel and baubles.* Provide sentence starters as underlined above		
KEY VOCABULARY	Celebrations Traditions Influence	**RESOURCES**	Mini books (with differentiated prompts) https://www.youtube.com/watch?v=f0DEKM7LxMA
LESSON 6 QUESTION	**Can I create Victorian Christmas celebration to show what I have learnt?**		
KEY KNOWLEDGE	Recap of knowledge above		
END OF UNIT OUTCOME	KO quiz Retrieval practice activity – what would a Victorian Christmas look like? As a class – how could we hold a Victorian Christmas to teach others about what we have learnt? What would we need to include? Look again at images of decorations, cards, food etc. Create a class list of what we will need to make (eg crackers, paper chains, gingerbread). Leave up to children to decide what should be included! Split into teams to write a plan eg what resources will be needed to make their item? What would have been used on Victorian times? At a later point – children create their Victorian Christmas and write invites to other adults in school to invite them to join us. They present their party to these adults, explaining how the Christmas items were influenced by Queen Victoria.		
SUPPORT AND CHALLENGE	Work in mixed ability groups to plan and create celebration		
KEY VOCABULARY	As previous 2 weeks	**RESOURCES**	Various – paper, crepe paper etc as needed for celebration