

Component 6: Review Victorian toys and compare to their own toys they have today

What we will know after this sequence:

- How to write a review of historical toys
- How to compare and contrast toys from different eras
- How to test a toy and the importance of testing a product before it being sold to the public
- Why toys children play with have changed – technology, availability of resources, industrial revolution etc.



Vocabulary:

Compare, contrast, review, technology, materials, likes, dislikes, resources, industrial revolution,

How will this feed into my next learning:

I will use my knowledge of Queen Victoria and toys to look at how materials have changed over time, in science lessons and also in further History lessons in Year 2.

SEN:

Alternative way of recording available. Modelled examples. Key words with images.

Component 4: Toys for the rich

What we will know after this sequence:

- What the term 'rich' is and why some families were richer than others
- That typically girls played with dolls and tea sets
- Boys played with toy soldiers and marbles



Vocabulary:

Toys, families, wealth, doll, soldiers, marbles, games,

How will this feed into my next learning:

I will use my knowledge of toys, rich families may have given/received to compare and contrast with what poorer families may have received.

SEN:

Alternative way of recording available.
Teacher/TA support.

Component 5: Toys for the poor

What we will know after this sequence:

- What the term 'poor' means and why some families were poorer than others
- They often made their own such as cloth-dolls and paper windmills
- That some children/families would save their pocket money to buy marbles, a spinning top, skipping ropes, kites or cheap wooden toys.
- Why wood and paper was used rather than other materials

Vocabulary:

Toys, families, poor, cloth-dolls, paper windmills, materials, skipping ropes, kites,

How will this feed into my next learning:

I will use my knowledge of Victorian toys to compare and contrast them to toys children play with today.

SEN:

Alternative way of recording available.
Teacher/TA support.



Component 3: What did Christmas look like in typical Victorian home?

What we will know after this sequence:

- Trees were copied from Queen Victoria and represented Christ's birth
- Wreaths were adorned in Victorian homes to represent Christ's crown
- That turkey and chicken was very expensive so only the rich would have this, the poor would have more affordable meat such as rabbit, although Queen Victoria had swan and beef.
- Candles were used to decorate homes



Vocabulary:

Home, candles, decoration, expensive, poor, rich, trees, wreaths, fruit, nuts,

How will this feed into my next learning:

I will use my knowledge of a typical Victorian home during Christmas to explore the gifts different families would give/receive at this time.

SEN:

Key words with images available.
Teacher/TA support.

Component 2: Victorian Christmas Traditions

What we will know after this sequence:

- Queen Victoria's beliefs about Christmas
- Influenced by Charles Dickens 'Christmas Carole'
- Overturned Oliver Cromwell's banning of Christmas
- That Queen Victoria introduced society to Christmas trees, cards
- That Christmas trees were decorated with candles, fruit and homemade gifts.

Vocabulary:

Traditions, Queen Victoria, Oliver Cromwell, Charles Dickens, homemade, society, trees, cards

How will this feed into my next learning:

I will use this knowledge to explore what a typical Victorian home may have looked like during the Christmas period.

SEN:

Small group work.
Key words with images available.



Component 1: Story Map of Key Facts

We should know:

- How significant events/individuals from the past can change things in society today
- Some historical terms such as: past, modern, memory,

What we will know after this sequence:

- That Queen Victoria reigned from 1836-1901/Why Queen Victoria was so important
- She was second longest reign of any English monarch
- Married Prince Albert, her cousin /That Queen Victoria had 9 children.

Vocabulary:

Queen Victoria, reign, monarch, married, children, life,

How will this feed into my next learning: I will use this knowledge to explore Queen Victoria's thoughts about Christmas and the influence she had over our Christmas traditions today and in Victorian homes back then.

